HE 5.77: 6/10

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October 1971

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research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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DHEW Publication No. (OE) 72-43

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See page 240 for new pricing guidelines.

Volume 6 Number 10 October 1971

Research in Education

ED 051 434 – 052 392

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

ED 013 371 **64** **AA 000 223**

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.75 HC-$5.24
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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SP—Teacher Education	97–103
TE—Teaching of English	104–110
TM—Tests, Measurement, and Evaluation	110–116
UD—Disadvantaged	116–119
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AA

ED 051 434 AA 000 706

Rising, Jesse D., Ed.

Proceedings of the Conference on Evaluation in Continuing Medical Education, August 25-26, 1970.

Kansas Univ., Kansas City. Medical Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Professions Education and Manpower Training.

Pub Date Aug 70

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Education, *Conference Reports, *Evaluation, *Health Personnel, *Professional Continuing Education

The sole objective of the conference was to assemble experts in the various fields of continuing education for health to discuss the evaluation of their programs. Included were different types of producers of various kinds of courses or programs, adult educationalists, professional evaluators, financers of programs, etc. Particular attention was given to defining the problems encountered in evaluation and to outline possible solutions to them, with the goal of recording these deliberations for the benefit of newcomers to the field. No effort was made to arrive at any resolutions, conclusions, or formal recommendations. Instead, an attempt was made to indicate the complexities of the field of evaluation of continuing medical education efforts and to help those with less experience or with a more restricted point of view. (DAS)

ED 051 435 AA 000 707

Cassirer, Henry R.

The Use of Mass Media in Adult Education in Countries Outside the U.S. and Canada: A Literature Review.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—Educational Resources Information Center, DIR.; Syracuse Univ., N.Y.

Pub Date Jul 71

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Foreign Countries, *Literature Reviews, *Mass Media, *Rural Areas, Technical Education

This review examines documents on the mass media relating to adult education as a whole, particularly as it is involved in the process of the social upgrading of the individual necessitated by the development and needs of present-day society; to rural education, i.e., in the economic and social development of people in rural regions, and to special projects in higher technical education such as in Poland, in the Open University of the United Kingdom, and in family planning. Most of the 41 references are from 1968 to 1971. (Author)

ED 051 436 AA 000 708

Early Childhood Development: Alternatives for Program Implementation in the States. A Report of the Education Commission of the States Task Force on Early Childhood Education.

Education Commission of the States, Denver, Colo.

Pub Date Jun 71

Note—103p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrative Organization, Certification, Developmental Programs, *Early Childhood Education, Educational Facilities, Educational Finance, *Educational Innovation, Educational Objectives, Federal Government, Kindergarten, *Preschool Programs, Public Education, *State Action, State Aid, *State Programs, Training

The purpose of this report is to provide state-level policy makers with basic data about important alternatives to be considered as a state initiates or expands its early childhood programs. The report points out that several effective approaches could be implemented at substantially less cost than conventional classroom kindergartens and preschools. The major goals of statewide programs for children under 6 years of age should be to: (a) strengthen the family role and involve parents in the education of their children; (b) provide for the health, safety, and psychological needs of young children; and (c) provide remedial health and education programs for all preschool children in need of special services. An analysis of federal priorities and programs indicates that states will be required to carry the major burden of early childhood programs and coordinate them with the many ongoing federal programs. Topics discussed are: state organizational structure; alternative approaches; objectives; training and certifying personnel; physical facilities; methods of providing state financial support; and implementation. Appendixes present a discussion of educational goals; a summary of pending federal legislation; and information on state funding and personnel programs in early childhood development. Also included are addresses of people to contact for additional information on individual states. (Author/NH)

ED 051 437 AA 000 709

Lichtman, Jane

The Experimental Subcollege.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-12

Pub Date Jun 71

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cluster Colleges, Core Curriculum, *Curriculum Design, *Educational Innovation, *Experimental Colleges, Higher Education, Instructional Innovation, *Relevance (Education), Student College Relationship, Teacher Characteristics

This report examines the pertinent literature about subcolleges, summarizes their characteristics, and suggests areas for further research. Nine such subcolleges are described in terms of how they were initiated and what programs are offered. These subcolleges were selected for their distinctive characteristics and innovations. They range from schools that accept the parent institution's major educational assumptions but modify its methods, to schools that reject all traditional assumptions. (WM)

ED 051 438 AA 000 710

Blackburn, Robert T.

The Professor's Role in a Changing Society.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—R-10

Pub Date Jun 71

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Collective Bargaining, *Faculty, *Faculty Evaluation, Faculty Mobility, Faculty Promotion, Higher Education, Junior Colleges, *Social Values, Student Teacher Relationship, Teacher Administrator Relationship, *Teacher Characteristics, Teaching Load, *Tenure

This review examines the import of current trends in higher education on faculty. It includes both a general discussion of forces influencing faculty life styles (with implications for administrators) and a critical review of recent research literature, including studies on such topics as supply and demand, mobility, collective bargaining, and evaluation of faculty performance. (WM)

ED 051 439 AA 000 711

Hodgkinson, Harold L.

Campus Governance - The Amazing Thing is that It Works At All.

ERIC Clearinghouse on Higher Education, Washington, D.C.
Report No—R-11
Pub Date Jul 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Responsibility, Chief Administrators, Decision Making, *Educational Accountability, Educational Innovation, Faculty, *Governance, Governing Boards, Higher Education, *Policy Formation, Presidents, Program Evaluation, Student Role, Trustees, *University Administration

This paper reviews the literature on governance from 1965 to 1970. The author surveys the attitudes of those who participate in the governing process - students, faculty, administration - and illustrates how patterns of governance are undergoing change. Several innovative governance models are given along with a review of related problems, such as accountability, decentralization, versus centralization, who should be represented, and the influence of forces outside the educational community. Topics for further research are recommended and an extensive bibliography concludes the report. (WVM)

ED 051 440 AA 000 712
Shulman, Carol H.
Open Admissions in Higher Education.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Report No—Review-6
Pub Date Jun 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *Articulation (Program), *College Admission, Enrollment Trends, Higher Education, *Open Admissions, Predictive Measurement, *Relevance (Education), Remedial Programs

The continued expansion of mass higher education and the increased number of programs waiving traditional admissions criteria have resulted in a reevaluation of college admissions practices. Significant debate focuses on the implications of open admissions programs and the need for new forms of higher education to serve a more diverse population. This review presents an examination of the issues based on an annotated bibliography of 43 items published during the last 3 years. (WVM)

ED 051 441 AA 000 713
Berke, Joel S. And Others
Federal Aid to Public Education: Who Benefits?
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.; Syracuse Univ. Research Corp., N.Y. Policy Inst.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Apr 71
Note—93p.; Committee Print printed for the use of the Select Committee on Equal Educational Opportunity, U.S. Senate, 92nd Congress, 1st Session
Available from—Superintendent of Documents, U. W. Government Printing Office, Washington, D.C. (GPO 58-549-0)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Federal Aid, *Public Schools, Research Methodology, *Resource Allocations, Statistical Analysis, *Urban Schools

A summary report of an 18-month study of patterns of allocation of federal aid to education is presented. The scope of the study covers two areas: (1) The Fiscal Context of Urban Education, and (2) The Pattern of Allocation of Federal Aid to Education. The data, analyses, and conclusions of the report are presented in three chapters. Chapter I gives an overview of the study; Chapter II describes the urban fiscal context in which federal aid is operative; and Chapter III reviews the historical development of federal aid to education and sets forth the findings and conclusions as to the impact of federal aid. Major findings reported are: (1) in most urbanized areas, there is a crisis in educational finance, yet school districts in rural areas received more federal aid per pupil; (2) there was no compensatory relationship between federal aid and assessed property valuation; (3) because of the impact of Title I, districts with lower income and higher proportions of nonwhite pupils received more aid than those with lower proportions; (4) amounts of aid received varied markedly and erratically in individual school districts; (5) the failure to concentrate funds on most needy students has resulted in fragmented programs or new equipment; and (6) amounts of aid are too small in view of the existing problems. Three appendixes are included. These describe shortcomings in present information systems; give a more detailed description of methodology of the study; and present a series of statistical tables. (DB)

AC

ED 051 442 AC 008 050
Williams, Jeanne
An Evaluation of the McDowell County Community Action Agency Home Economics Program.
Human Resources Research Inst., Morgantown, W. Va.
Pub Date 20 Jan 69
Note—71p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-189 126, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Community Action, *Home Economics, *Low Income Groups, *Program Evaluation

The document reports on the activities of the home economics component of the community action program of McDowell County as falling within socialization and training emphasis and consisting of services to promote an eventual attainment of independence. The stated basis is assistance in the integration of the members of the target population into the larger society on an equal footing. (Author)

ED 051 443 AC 008 140
Nixon, R. A.
Legislative Dimensions of the New Careers Program: 1970.
New York Univ., N.Y. Center for the Study of the Unemployed.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Ofice of Juvenile Delinquency and Youth Development.
Pub Date 70
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, *Employment Opportunities, *Federal Legislation

Plans for the development of New Careers nonprofessional public service employment are now a major element in all manpower and human service programs. This new stage in the developing New Careers program is defined by a variety of factors. Specific New Careers program amendments were added in 1968 to the various laws enacted by the 90th Congress. Major new administrative actions have been taken to extend and apply New Careers manpower and human service concepts. The Department of Labor has announced a new manpower program. In some still pending legislation, the New Careers program will need to be added. Legislation enacted so far and described in this booklet relates to economic opportunity, all levels of education, health, welfare, government employment, and general manpower. It is concluded that legislative opportunities for advancing the New Careers program are numerous and great. The variety of the legislative areas to which the New Careers program relates gives a great opportunity for increased appreciation and application of the program. (CK)

ED 051 444 AC 008 143
Speeches from the First Annual Meeting of the European Home Study Council 1968.
European Home Study Council, Haslum-Oslo (Norway).
Pub Date [68]
Note—28p.; Shortened version of speeches presented at Annual Meeting of the European Home Study Council (1st, Amsterdam, Holland, October 29, 1968)
Available from—Sets of complete speeches, in English and French, from European Home Study Council Library Service, Lokebergveien 9D, Haslum-Oslo, Norway (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correspondence Study, Educational Planning, *Home Study, *Independent Study, *International Programs

"Education in the Twenty First Century" was the theme of this first Annual Meeting of the European Home Study Council (EHSC), which was preceded by a congress on October 28, 1968. This theme reflects the thoughts of the EHSC as to the future direction of home study if increasing demands for education are to be met. The speeches are preceded by "An Introduction to the History, Objects and Services of the European Home Study Council Education by Correspondence in Europe," by Executive Director of EHSC Einar Rorstadt. The speeches are: "Education for the 21st Century--Planning Education in Order to Influence the Future," by Drs. Max Kohnstamm; "The Role of Independent Study in the 21st Century," by Dr. Alvin C. Eurich; "The Educational Situation in the United States of America--The Role of Home Study," by Dr. David A. Lookmiller; and "New Directions in Academic Studies in the Federal Republic of Germany," by Professor Dr. Gunther Dohmen. A listing of the members of the committees of the EHSC is provided. (DB)

ED 051 445 AC 008 507
Barnes, John A. Statham, Flavous D.
U.S. Army Primary Helicopter School Training Program Performance Norms.
Human Engineering Labs., Aberdeen Proving Ground, Md.
Report No—HEL-TM-8-70
Pub Date Apr 70
Note—93p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-707 372, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Aircraft Pilots, *Data Analysis, *Flight Training, *Military Training, *Performance Criteria

The Helicopter Pilot Training Program of the Army differs from those of the other services in concept. It takes nonpilot servicemen and trains them to fly helicopters. The study provides normative performance data for a pilot trainee in an army light-observation helicopter as a first step toward establishing normative data for pilot performance in all army helicopters. (Author)

ED 051 446 AC 008 677
Palomba, Catherine A.
An Analysis of Iowa's Job Training Priorities Based on Manpower Projections for 1975.
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Pub Date 70
Note—171p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-192 276, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Data Analysis, *Job Training, *Manpower Needs, *Statistical Data
Identifiers—Iowa

The question of training priorities is of importance to all who have the responsibility of planning education and training programs. The purpose of this study was to develop projections of occupational manpower requirements for Iowa for 1975. Using 1960 Iowa census data as a starting point a matrix of 165 occupations and 64 industries was developed. Regression estimates were than used to obtain projections of employment requirements to 1975. Projections of occupational requirements in total and by industry were obtained. (Author)

ED 051 447 AC 008 682
Rose, Harold B. And Others
Management Education in the 1970s: Growth and Issues.
National Economic Development Office, London (England).
Pub Date 70
Note—160p.
Available from—Sales Section, British Information Services, 845 Third Avenue, New York, N.Y. 10022 ($3.60)
Document Not Available from EDRS.
Descriptors—*Educational Needs, *Management Education, *Policy Formation, *Teacher Supply and Demand
Identifiers—Great Britain

The probable demand for and supply of management education in the United Kingdom over the next six or seven years is investigated. The project was intended partly to provide a preliminary study for the National Economic Development Office Management Education, Training, and Development Committee and partly to meet the special request of the Council of Industry for Management Education for information to serve as a background for future policy. Management education in the United Kingdom is in a state of rapid transition. According to the 1966 Sample Census of Population, there were almost 1/2 million "managers" in Great Britain, representing 6% of the population. There are approximately 12,000 places available for postgraduate and post-experience day-study in educational institutions and the permanent centers of companies and industrial organizations. The demand for courses has been growing most rapidly on the part of private industry. The 118 industrial companies replying to the survey reported an increase of 125% in the number of managers sent on internal courses between 1966 and 1968. The most serious direct obstacle to the expansion of capacity is the shortage of suitable staff. There is a widespread need to improve the quality of existing teachers. Postgraduate courses need to be strengthened in certain directions. More attention also needs to be given to the effectiveness of different types of post-experience education in subsequent managerial performance. Four appendices are attached. (CK)

ED 051 448 AC 008 727

Wilkinson, B.

The Supervisor and Technological Change--A Study of the Changing Role of the Supervisor in the Port Transport Industry.

National Ports Council, London (England).

Report No—Occas-Pap-1

Pub Date 70

Note—18p.

Available from—The National Ports Council, 17, North Audley Street, London, W1Y 1WE, England (Single copies gratis; prices for quantities on application)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Employer Employee Relationship, *Organizational Change, *Supervisory Training, *Vocational Adjustment, *Work Attitudes

Identifiers—F Olsen Ltd

Training is one of the many means that an organization may use to help its employees in their adaption to organizational change. F. Olsen Ltd. is a major Norwegian International Shipping organization. This study was concerned with the Olsen Berths based at Mill Docks in the Port of London. The major problems, as defined by senior management at that time, were as follows: (1) the supervisors were not prepared to work in different ways to suit the new methods of work; (2) the supervisors would not accept that they were an integral part of management; and (3) the intergroup rivalry between the supervisors at the two berths was having a bad effect on work output. The first task for the trainer and researcher was to produce some sort of quantifiable factual evidence of the present activities of the supervisory team. Management meetings were held to identify and solve the problems. The intention from the start of this project had been to develop a management team at Olsens that would be self-regulating and responsible for its own self-development. The evidence from the study suggests that this objective was at least partly achieved. The Olsen study offers some insights into the possible requirements of an effective change program. All those involved in change must be consulted about the reasons for change and its possible effects. (CK)

ED 051 449 AC 008 799

Reddin, William J.

Managerial Effectiveness.

Pub Date 70

Note—366p.

Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y. 10036 ($9.95)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Business Administration, *Conceptual Schemes, *Industrial Relations, *Managerial Occupations, Organizational Climate

A conceptual framework (3-D theory of managerial effectiveness) which relates the effectiveness of managerial style to specific situations is provided in this book. The six parts of the book are as follows: 1. Key Concepts, 2. Situation, 3. Styles, 4. Flex, 5. Managerial Effectiveness, and 6. Organizational Effectiveness. The book contains many exhibits to illustrate concepts that are discussed in the text, among these being situational flex maps. The 3-D theory uses the flex maps in determining appropriate managerial behavior in a given situation. (DB)

ED 051 450 AC 010 033

Adiseshiah, Malcolm S.

The Education Continuum - A Neglected University Responsibility.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 26 Dec 70

Note—15p.; Inaugural Address presented to the Conference on Continuing Education of Universities in Asian and South Pacific Region, Madras University, Madras, 26 December 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Educational Change, *Financial Support, *School Role, *Universities

Identifiers—Asia, United Nations

With the acceptance of the concept of life-long integrated education, education is seen as a global system which not only prepares people for life, but which is an integral part of life itself. Before the introduction of Western systems of education, Asian education was related to one's position in society. However, Asian countries now show their belief that education is one of the most important keys to development by devoting high proportions of national budgets to it. The current difficulties of formal education include: (1) education-employment antinomy, (2) education-manpower inbalance, (3) education and its anti-rural bias, (4) the closed system of education, and (5) the cost of education. To solve these problems, entire school systems will have to change. This process can be accelerated by fuller university involvement in adult education. Asian universities have a solid base to build a program of continuing education. Thousands of adult students are being served by extension courses. Up to now, the role of the universities has remained limited in the field of continuing education. This condition results from unchanging attitudes from within and lack of financial support from without. There is, in addition, a need for smooth working machinery; organizational patterns must be worked out on a country by country basis. UNESCO will extend aid to those governments engaged in adult education programs. (CK)

ED 051 451 AC 010 170

Kramer, Ralph M.

Community Development in Israel and the Netherlands. A Comparative Analysis.

California Univ., Berkeley. Inst. of International Studies.

Report No—R-Ser-No-14

Pub Date 70

Note—164p.

Available from—Publications Office, Institute of International Studies, University of California, Berkeley, California 94720 ($2.50)

Document Not Available from EDRS.

Descriptors—*Community Development, *Comparative Analysis, *Research

Identifiers—Israel, The Netherlands

This exploratory study seeks to analyze and compare the practice of community work in The Netherlands and Israel, and the key variables shaping its character, role, and influence. The two countries are small, highly urbanized welfare democracies relying on central government financing of community and social work, and are characterized by historical, pervasive social clevages based on religion, and, in Israel, on cultural grounds as well. Community work in each country serves different functions, and has a distinctive character largely reflecting its sociopolitical context and organizational sponsors. (Author/DB)

ED 051 452 AC 010 237

Boshier, Roger

An Instrument and Conceptual Model for the Prediction and Diagnosis of Dropout from Educational Institutions.

Victoria Univ. of Wellington (New Zealand).

Report No—Monogr-1

Pub Date Feb 71

Note—28p.; Monographs in adult education

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Dropout Research, Factor Analysis, Measurement Instruments, *Models, *Rating Scales, Self Concept, *Self Congruence

This paper describes Personality and Educational Environment Scales (PEES) and a self-concept theoretical model, used in diagnosing dropout from educational institutions, as utilized in a follow-up study of participation and dropout in adult education classes. A dropout was defined as a person who after being present for session 1 or 2 was absent for the midpoint session and four successive sessions of a continuing course. The PEES form, measuring the student's rating of himself, his lecturer, the other students, and his ideal self, as well as his reasons for giving up the course, was sent to persister and dropout participants of adult education evening courses. A total of 948 PEES were received from persisters and 326 from dropouts. A factor analysis was performed on the data obtained from the PEES, and mean scale ratings were obtained; a matrix of over 13,000 mean scale and discrepancy ratings were produced. The findings of the study show that low discrepancies (or assumed self/other similarities) are associated with persistent behavior, whereas dissimilarity (or high discrepancy) is associated with dropout. (CK)

ED 051 453 AC 010 334

Veri, Clive C.

Building a Model Doctoral Degree Program in Adult Education.

Pub Date 29 Oct 70

Note—19p.; Paper presented at the annual meeting of the Professional Training and Development Section of the Adult Education Association of the U.S.A. (Atlanta, Georgia, October 29, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Doctoral Programs, *Educational Research, *Graduate Study, Models, *Program Development

Following an historical discussion of graduate study in adult education, four models designed for a graduate study program, since 1960, are discussed and illustrated. The models are: (1) the Essert Model, comprised of three concentric circles consisting of core, augmentation, and specialization courses; (2) the Knowles Model, comprised of two concentric circles consisting of core characteristics and optional characteristics; (3) the Nu Model, comprised of three overlapping circles consisting of administration, teaching, and research; and (4) a theoretical model, A Model for the Education of Professional Adult Educators, proposed by the author, comprised of a flowchart consisting of the student and an advisory committee. (CK)

ED 051 454 AC 010 335

Beers, Rose K.

A Study of Selected Characteristics and Practices of 150 Low-Income Homemakers with Children in Chenango, Delaware, and Schoharie Counties 1969.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date 71

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Data Analysis, *Data Bases, *Interviews, *Low Income Groups, *Program Development, *Questionnaires

As part of a continuing study by home economists, in three contiguous New York State counties, of ways to identify and respond to the needs of low-income families, an interview-questionnaire was administered to 150 low-income homemakers who had children at home. The purposes of this data-collection technique were: (1) to identify some of the characteristics of low-income families; (2) to determine some of the homemaking practices and needs of low-income homemakers; (3) to discover what low-income homemakers consider as problems related to food and clothing; and (4) to suggest ways to respond to these problems. The data collected were analyzed by frequency distribution. Results of the study show that the primary concern of these homemakers is getting enough food for the money they have to expend; the same concern showed in clothing problems. A need for help

with financial planning is clearly evident. Impressions of the families, as shown by interviewers' notes, are presented; these "word portraits" relate to family characteristics, health, income and money management, and housing and housekeeping. The resolution of these problems will require the efforts of other agencies, as well as Cooperative Extension. (CK)

ED 051 455 AC 010 348
McGuigan, F. J.
How To Select and Evaluate Programmed Instructional Materials.
North Carolina State Univ., Raleigh. School of Education.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Report No—Occas-Pap-1
Bureau No—BR-4-32028
Pub Date Apr 71
Grant—OEG-0-70-4599(324)
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Data Analysis, *Evaluation Techniques, *Instructional Materials, Learning Activities, *Programed Instruction, *Program Evaluation

The large number of programs commercially available at all educational levels presents the teacher with a major selection problem. The purpose of this discussion is to explain the assessment procedures that publishers should use in order to assure the publication of only high quality programs and to share this information with educators. When he first receives a program, a publisher should have it checked over by an expert, and a decision should be rendered as to whether or not it is academically sound and whether it is appropriate for a specific educational curriculum. The program is then objectively tested in a classroom situation. Once appropriate sample subjects are selected, the students are administered an objective achievement test as a pre-test. Next, they work through their programs. Attempts are made to minimize the effects on the students' learning of all variables other than the program itself. Upon completion of the program, the students take the achievement test again as a post-test. Finally, the students and teachers complete standard program evaluation forms. The data gathered from the pre- and post-tests, from the students' actual work on the program, and from the evaluation forms are then analyzed. A final publish-no publish decision is made according to the criterion of the amount a student learns from the use of the program. (CK)

ED 051 456 AC 010 349
Collings, Mary Louise, Ed.
Programmed Instruction and Computer Assisted Instruction in Adult Basic Education: An Institute for State and University Level Adult Basic Education Personnel.
North Carolina State Univ., Raleigh. School of Education.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Report No—R-1
Bureau No—BR-4-32028
Pub Date Mar 71
Grant—OEG-0-70-4599(324)
Note—233p.; Papers presented at An Institute for State and University Level Adult Basic Education Personnel (Raleigh, N. C., July 21-August 1, 1969)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Basic Education, *Computer Assisted Instruction, Educational Technology, *Institutes (Training Programs), Instructional Technology, *Programed Instruction, *Speeches

An Institute for State and University Level Adult Basic Education Personnel was held to provide insight into the philosophy, potentials, problems, and techniques of programmed and computer assisted instruction as they relate to adult basic education programs. Speeches given at the institute are reproduced in this publication. The titles and authors of the speeches are: "Psychological Foundations of Individualizing Instruction" by Lawrence Stolurow; "The Systems Approach to Educational Programs" by Lawrence Stolurow; "Programming Success for the Undereducated Adult" by Mark Laurence Berman; "Computer Time Sharing in an Adult Basic Education Project" by Sue Stephenson; "Educational Project Management Techniques" by Desmond L. Cook; "Course Authoring Techniques for CAI" by Peter Dean; "Multi-Media Design and Media Selection" by Donald T. Tosti; "Computer Assisted Instruction: An Overview" by Walter Dick; "Evaluating Programmed Instructional Materials" by Ronald H. Sherron; "Integrating Programmed Instructional Materials into ABE Programs: The Learning Laboratory Approach" by Joseph B. Carter; "Systematic Use of Programmed Instruction in Basic Education" by Grady M. Meredith; "Developing Programmed Instruction (P.I.) Systems and Materials" by Virginia Zachert; and "Multimedia Programming" by Shirley B. Bitterlich. (DB)

ED 051 457 AC 010 350
Nave, Wallace K.
Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes, and Values.
North Carolina State Univ., Raleigh. School of Education.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Report No—Monogr-1
Bureau No—BR-4-32028
Pub Date Jun 69
Grant—OEG-0-70-4599(324)
Note—120p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *Changing Attitudes, *Data Analysis, *Teacher Attitudes, *Teacher Education

The relationships between selected personnel and situational characteristics of adult basic education teacher trainers and their attitude toward adult basic education (A.B.E.) programs during a three-week period of intensive training were examined. Inherent within this examination was the evaluation of the effectiveness of the training period toward producing desirable and/or favorable changes in participants' knowledge and understanding of A.B.E. and attitudes toward the A.B.E. program. The following were selected as the independent variables for this research: age, sex, race, educational achievement, A.B.E. experience, and place of residence. Data was collected on these variables. The topics basic to the overall theoretical perspective employed here are presented in the following order: reference groups, attitudes, values, characteristics, review of related research, and hypotheses. The major statistical techniques employed in the analysis of data included analysis of variance, McNemar's test for significant changes, correlation, and chi-square. Although it was concluded that the subjects' attitudes became more favorable toward the A.B.E. program during their participation in training, the extent to which the content of the training influenced the change rather than outside factors was not determinable from available evidence. (CK)

ED 051 458 AC 010 351
Lengrand, Paul
An Introduction to Lifelong Education.
Pub Date 70
Note—99p.
Available from—United Nations Educational, Scientific, and Cultural Organization, Place de Fontenoy, 75 Paris, France (A.2759, $2.50)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Continuous Learning, *Educational Objectives
Identifiers—International Education Year

The purpose of this study is to throw light on the varying significance of the concept of lifelong education, to show what forces militate in its favor, to explore its dimensions, and to define its impact and consequences for the educational effort taken as a whole. In the first part of the study, a number of challenges are identified. Analyses bearing on the significance, dimensions, and objectives peculiar to lifelong education are made, and elements of a strategy of educational action are proposed. The necessity to link the objectives and processes of education as applied to children, adolescents, or adults is stressed. (Author/DB)

ED 051 459 AC 010 352
Interagency Training Programs Catalog 1971-1972.
Civil Service Commission, Washington, D.C. Bureau of Training.
Report No—Pam-T-9
Pub Date 71
Note—294p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Catalogs, *Educational Programs, *Interagency Cooperation

The Interagency Training Programs Catalog is one of four publications published by the Civil Service Commission that are specifically designed to provide agencies information on available training resources. This catalog is intended primarily for clientele in the Washington, D.C. metropolitan area and contains information on interagency training programs available almost exclusively in this locale during the fiscal year 1972. Courses are separated into two groups: open interagency training and limited interagency training. Open courses are those which have no restriction on attendance other than qualification prerequisites. This section contains course descriptions, admission requirements, nomination procedures, and telephone and address data. Limited courses are those designed primarily for an agency's own employees but offered to other agencies on a space-available basis. A list of courses and a contact point are provided in this section. (CK)

ED 051 460 AC 010 353
Human Resources Research Organization: Bibliography of Publications and Presentations During FY 1970.
Human Resources Research Organization, Alexandria, Va.
Pub Date Dec 70
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Bibliographies, *Documentation, *Human Resources, *Research Reviews (Publications)

This bibliography provides information about publications and presentations by the Human Resources Research Organization (HumRRO) during FY 1970. It can be used in conjunction with the cumulative "Bibliography of Publications as of 30 June 1969," which lists research reports issued since HumRRO's establishment in 1951. The HumRRO-published research reports issued during FY 1970 are listed, as are publications by staff members in professional journals and presentations at professional and military meetings. Contracts under which research efforts have been performed are identified. Abstracts have been provided for most items, which are listed under the code name of the research contract or of the Department of the Army Work Unit to which they relate. Code names for the research programs are listed alphabetically. If applicable, the listings include identification of the HumRRO Division at which research was performed. An appendix listing FY 70 Technical Reports and Professional Papers by number and an author index appendix are included. (CK)

ED 051 461 AC 010 354
Rogers, Jennifer
Using Broadcasts: BBC Radio & Television. A Guide for Tutors of Adult Groups.
British Broadcasting Corp., London (England).
Pub Date 70
Note—20p.
Available from—BBC Television and Radio Enterprises, Villiers House, Haven Green, London, W.5. (no price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Audiovisual Aids, *Broadcast Industry, *Pamphlets, Teaching Guides, *Teaching Methods

This pamphlet is about using broadcasting to teach adults. It assumes one is about to become group leader or tutor to adults whose learning is to be based on a television or radio series. The pamphlet does not assume any extensive teaching experience, nor does it try to lay down the law on the "best" teaching methods. It does try to offer some help and information so that a prospective group leader can decide which way of teaching and learning would be most suitable. This pamphlet is divided into three parts. Part I summarizes some of the main facts known about how adults learn and how they react as students. Part II explains how to prepare for and follow up

broadcasts by using discussion, interviews, role-playing and projects. Part III is about equipment, making recordings, and getting more information. (Author/CK)

ED 051 462 AC 010 356
Food and Nutrition...Basic Lessons for Training Extension Aides.
Federal Extension Service (DOA), Washington, D.C.
Pub Date Apr 70
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, *Extension Agents, *Home Health Aides, *Low Income Groups, *Nutrition Instruction

These lessons were designed to help the trainer agent give aides the background in food and nutrition they will need for their work with low-income families. The 15 basic lessons provide aides with the necessary information to begin the job of helping families improve their diets. During the initial training period, training agents need time to establish effective working relationships with aides as good communications can be vital to the success of the program. Lessons can and should be adapted to train voluntary leaders. Aides must have a broad perspective on food and nutrition before they can begin to do their job. Aides and leaders who complete the basic training course should be recognized. A certificate gives them something that is a tangible sign of achievement. (CK)

ED 051 463 AC 010 357
Key Nutrients.
Federal Extension Service (DOA), Washington, D.C.
Report No—PA-691
Pub Date Nov 70
Note—43p.; One of a series on Food and Nutrition; Supplemental Lessons for Training Extension Aides
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1970 0-431-791(19), $.45) and your State Distribution Officer (PA-691, $.05)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Extension Agents, *Foods Instruction, *Nutrition Instruction, *Teaching Guides, *Training Techniques

Lessons written to help trainer agents prepare aides for work with families in the Food and Nutrition Program are presented in this booklet. The key nutrients discussed in the 10 lessons are protein, carbohydrates, fat, calcium, iron, iodine, and Vitamins A, B, C, and D. the format of each lesson is as follows: Purpose, Presentation, Application of Lesson by Aides, References for Trainer Agent, Visuals and Equipment, and References for Aides. The references and visuals for trainer agents are compiled with publisher and cost information. The information given in these lessons may also be used in other ways, such as in training volunteer leaders, in newsletters, or in newspaper articles. (DB)

ED 051 464 AC 010 358
Handbook for Volunteers: Child Nutrition Programs.
Federal Extension Service (DOA), Washington, D.C.
Report No—FNS-10
Pub Date Jun 70
Note—16p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1970 0-385-613)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Children, *Federal Aid, *Health Activities Handbooks, Low Income Groups, *Nutrition, *Volunteer Training

The Food and Nutrition Service administers interrelated child nutrition programs that provide federal aid in food, cash and technical guidance to food service programs for children from preschool age through high school. These are: National School Lunch Program, School Breakfast Program, Non-Food Assistance Program, Special Food Service Program, and Commodity Distribution Program. Most communities take part in these programs. However, there are many which need help in strengthening and improving their food services to children, especially the needy. Examples of what others have done, descriptions of the child nutrition programs, along with suggestions for community service projects are given in this handbook. It is third in a series of Food and Nutrition Service handbooks for volunteers, which also includes: Food Stamp Handbook for Volunteers (FNS-1), and Donated Foods Handbook for Volunteers (FNS-2). (CK)

ED 051 465 AC 010 359
Hall, William A. And Others
Management Practices of Soybean Producers in Marion County, Tennessee.
Tennessee Univ., Knoxville. Agricultural Extension Service.
Report No—Ext-Stud-13; SC-775
Pub Date Jun 71
Note—24p.; A Research Summary of a Graduate Study, Research Summary Series in Agricultural Extension
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Production, *Farmers, *Farm Management, *Planting

The purposes of the study were to: (1) determine some major characteristics of Marion County soybean producers and their farms; (2) more accurately determine which recommended production practices soybean producers were using in 1968 and 1969; (3) study the relation between use of recommended production practices and yield levels; and (4) identify some of the more important factors influencing adoption of recommended soybean production practices. Thirty-eight soybean producers were interviewed to gather data, and growers were categorized in above- and below-average yield levels for comparison purposes. Findings, conclusions, and recommendations are given. (Author/DB)

ED 051 466 AC 010 360
Brown, Philip S.
Manual on Volunteer Services in Homes for the Aging and Nursing Homes.
Texas Association of Homes for the Aging, Austin.
Spons Agency—Texas Governor's Committee on Aging, Austin.; Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date Sep 70
Note—31p.
Available from—Texas Association of Homes for the Aging, P.O. Box 4553, Austin, Texas 78751 ($.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Nursing Homes, *Older Adults, *Personal Care Homes, *Volunteers, *Volunteer Training

Intended as a practical guide for the administrator in homes for the aging, this booklet provides direction on how to set up a volunteer program. Five steps in organizing a volunteer program are: (1) Launching a Volunteer Program, (2) Recruitment and Selection of Volunteers, (3) Orientation and Training Program (The Role and Function of a Volunteer; Philosophy, Programs, and Needs of the Home; Understanding Emotional and Medical Problems of the Elderly; Tour of the Facility), (4) Placement, Supervision, and In-service Training, and (5) Evaluation, Promotion and Recognition. The resident, director of volunteers, and volunteer opportunities are briefly described. A bibliography of resource materials is given, and samples of useful forms are reproduced. (DB)

ED 051 467 AC 010 362
Tonkin, Joe
You're on Camera—In Color; A Television Handbook for Extension Workers.
Federal Extension Service (DOA), Washington, D.C.
Pub Date Oct 69
Note—24p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1969 0-354-700, $.45)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Color Television, *Extension Agents, *Guides, *Production Techniques

Color television has brought about new concepts of programming and new production requirements. This handbook is designed to aid those Extension workers who are concerned with or will appear on Extension television programs. The book discusses how to make the most of color, what to wear and how to apply makeup for color TV, how colors appear on black and white TV, types of Extension programs (the demonstration, interviews, and visualized reports), program planning, organization (TV Rundown Sheet), on-camera performance, on-the-air direction, films, promotion, management relations, and organizations to know (NET, Corporation for Public Broadcasting, CATV). A program Evaluation Sheet and Glossary are included. (DB)

ED 051 468 AC 010 363
Pace, David E.
What Are Leaders Really Like: A Study of Adult 4-H Volunteer Leaders; Biographical Profile.
Pub Date 69
Note—61p.; Term paper for the course Special Problems in Rural Education, Univ. of Maryland
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Leaders, *Leadership Qualities, *Volunteers, *Young Farmer Education, *Youth Clubs
Identifiers—Four H Club

In order to develop effective training programs for adult volunteer 4-H leaders, profiles of 161 present leaders were obtained by use of a questionnaire. The data obtained were analyzed by means of a frequency count. Fifteen basic assumptions were developed to establish a criteria of certain givens or beliefs. Although this study is limited as to the sample, some conclusions are possible, one being that the 4-H leader needs more knowledge in program planning and development, in principles of leadership, and in understanding adolescence or the process of becoming. (DB)

ED 051 469 AC 010 367
Vocational Instruction Systems of the Air Force Applied to Civilian Education.
Aerospace Education Foundation, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—144p.; One of Praeger Special Studies
Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (No price quoted)
Document Not Available from EDRS.
Descriptors—*Comparative Analysis, *Educational Research, *Military Schools, *Performance Criteria, *Vocational Education
Identifiers—Utah Project

The work reported in this book represents the first attempt to explore systematically the feasibility of applying military training experience to civilian education. In the U.S. Air Force, vocational-technical training has for years been geared to "learning outcomes." The Air Force training establishment is accountable for producing graduates with acceptable job entry requirements. All Air Force sources are based on predetermined and specified performance objectives. Relatively simple adaptations of military developed course materials could save dollars and research man-hours. Part I of this study concentrates on the important first step which must be taken by any school system which would practice learning-outcome education. During the experiments in Utah, described in Part I of the book, teachers were exposed for the first time to courses based on specified performance objectives. Their reaction to the experience, and their action to meet this challenge, is covered in Part II of this study. (Author/DB)

ED 051 470 AC 010 368
Farmer, James A., Jr. And Others
Leadership Development in Evaluation for an Age of Accountability.
California Univ., Los Angeles. Div. of Vocational Education.
Pub Date [71]
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, *Evaluation Techniques, Learning Activities, Models, *Workshops

The Western Region AMIDS Evaluation Team examined a variety of approaches to leadership development which would make it possible for adult, business, technical and vocational educators to become knowledgeable in evaluation. The following three intents were specified for the leadership development project: (1) to provide participants with an introductory

program in evaluative theory and methodology, (2) to develop basic evaluative skills concerning techniques for evaluation of on-going programs in adult, business, technical and vocational education, (3) to provide participants with sufficient reference materials and direction to enable them to undertake subsequent, individual study activities in the area of evaluation. A one-day workshop was planned for 21 participants. An inductive-deductive learning approach was selected for both the workshop and the individual study phase of this leadership development activity. During the first hour of the workshop, a "case model" was distributed. The afternoon activities started with a team teaching session dealing with the concepts of performance standards and standards of excellence. The last hour of the workshop was devoted to a presentation of evaluation techniques and methodology appropriate to adult, business, technical and vocational education. In general the participants were very positive in their reactions to the workshop. (CK)

ED 051 471 AC 010 369
Training Research Register, 1970-71.
Department of Employment and Productivity, London (England).
Pub Date 70
Note—171p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB, England (1 pound)
Document Not Available from EDRS.
Descriptors—*Educational Programs, *Industrial Training, *Manpower Development, *Research Projects, *Research Reviews (Publications)
This register lists and classifies current and recently completed projects in industrial training, and indicates the range of research in the training and closely related fields. The register is restricted to work undertaken in England. Each research project appears in the register under one or more of the following 10 schedules: General, National Considerations, The Educational System, The Working Organisation, Training Specialists, Identification of Training Needs, The Trainee, Training Administration, Training Methods and Learning Aids, and Assessment of Training Effectiveness. Each project appears in the following format: title, summary of objectives and procedures, location of the research and principal investigators, the period of the research, and the sponsoring organization when it differs from the location of research. Five appendixes conclude the register: Classification of Training Information; Alphabetical Index to the Classification; Addresses of Research Organisations with the Classification Numbers of Their Projects; Names of Investigators with the Classification Numbers of Their Projects; and Addresses of Industrial Training Boards. (DB)

ED 051 472 AC 010 370
Hendrickson, Andrew *Aker, George F.*
Report on Education for Older Citizens.
Florida State Univ., Tallahassee. Dept. of Adult Education.
Spons Agency—Florida State Board of Regents, Tallahassee.
Pub Date Jun 71
Note—109p.; Proceedings of Leadership Development Institute (2nd, Florida State University, Tallahassee, March 14-19, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, Age Differences, *Educational Programs, *Geriatrics, *Older Adults, *Senior Citizens, Social Problems
This second of three institutes for developing and improving educational programs for older persons was composed of 45 administrators, teachers, and counselors from universities, community colleges, and public school systems. Addresses presented were: "Aging--The Need for a Choice" by Dr. Thomas Rich; "The Physiology of Aging" by Dr. Fred B. Thigpen; "Psychology in Aging" by Dr. Neil Coppinger; "Second Career Planning for Older Adults" by Dr. Irving L. Webber; "Counseling Older Adults and Using Community Resources" by Mrs. Margaret E. Miller; "Learning and the Older Adult" by Dr. George F. Aker; and "Financial Support and Provision of Facilities" by a panel composed of Harold Kastner, James Fling, Myrtle Burnett, and Chalmers Murray. Three resource documents are included in the proceedings: "Some Issues Concerning Education for the Aging"; "Suggested Educational Activities for Older Citizens"; and "Survey of Community--Senior Citizen Information and Needs." A sample of a form used by the attendees to evaluate the institute and a summary of these evaluations are given. Among attendee suggestions are: that the next institute be held near a dynamic program; that people from out-of-state be invited; that presentations include nutrition and theological implications of aging; and that nursing-home administrators be invited to attend. (DB)

ED 051 473 AC 010 371
Social Security Study Guide: A Suggested Training Guide for Community Based Organizations.
Social Security Administration (DHEW), Washington, D.C.
Report No—SS-1-637
Pub Date Apr 71
Note—18p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1971 0-424-945)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Organizations, *Federal Programs, *Financial Support, *Social Services, *Teaching Guides
Identifiers—*Social Security Program
This study guide is for the use of community workers who instruct members of their community in a basic social security course. The course is divided into five sessions of approximately 2 hours each. The guide, to be used by the instructor in a lecture/discussion setting, contains four Course Units: 1. Introduction, 2. How Quarters of Coverage Are Earned, 3. Types of Work Covered Under Social Security, and 4. Services of the Social Security Office. (DB)

ED 051 474 AC 010 372
Catalog of Basic Education Systems.
Civil Service Commission, Washington, D.C. Bureau of Training.
Pub Date Mar 71
Note—131p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1971 0-419-029, $1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Basic Skills, *Catalogs, Consumer Education, *Core Curriculum, *Educationally Disadvantaged, *Employment Programs, *Instructional Systems, Work Experience Programs
This catalog is intended primarily for the use of training officers in need of prescribing basic learning programs for use by educationally disadvantaged employees, such as high school dropouts, returning veterans lacking specific academic skills, and virtually anyone with limited educational skills. In addition to academic skills, the catalog also includes skills that will enable trainees to acquire the behavior necessary to succeed and advance in the working environment. It also lists programs offering insight into everyday problems faced by the consumer or buyer. The core areas of Reading, Language Arts, and Mathematics are included, as are World of Work and Consumer Education programs. (Author/DB)

ED 051 475 AC 010 373
Griffith, William S., Ed. *Hayes, Ann P., Ed.*
Adult Basic Education: The State of the Art.
Chicago Univ., Ill. Dept. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.
Pub Date Mar 70
Note—255p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 820-473, $2.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Students, *Curriculum Development, *Educational Research, *Teacher Education, Testing Programs
Identifiers—Adult Education Act, Title III
The central purpose of this book is to review the present state of the art in adult basic education teacher training. Each of the chapters of the book was developed specifically for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, which was held at The University of Chicago in March 1969. The 24 chapters, which serve as a benchmark of research immediately relevant to adult basic education, have been arranged in eight major categories: teacher training, adult students, testing adults, curriculum development and materials, economic considerations, programs, culture or social stratification, and overviews of adult basic education: research and programs. The final chapter contains the reactions of the participants in the Workshop, and appraises the central problem areas and research concerns for improving future teacher training programs. (DB)

ED 051 476 AC 010 386
Rivera, William M.
"Recurrent Socialization." A New View of "Adult" and "Education" in the Life-Long Education Concept.
Pub Date Jun 71
Note—12p.; Discussion draft
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Education, *Continuous Learning, *Educational Objectives, *Social Change
The concept of recurrent re-socialization throughout a lifetime is discussed in relation to life-long education. The need for re-socialization, and thus renewal education through adult education, arises not only as a result of a change of physical environment but also at times of cultural shifts, critical periods, and commitment reductions. In a changing society, it is necessary that the adult individual be able to adapt through re-education and re-socialization. (DB)

ED 051 477 AC 010 387
Rivera, William M.
"Re-socialization as an Aspect of Adult Education."
Pub Date May 71
Note—21p.; Discussion draft
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Education, *English (Second Language), *Self Actualization, Social Differences, *Teacher Role, *Teaching Techniques
Experiences of the author while serving as a volunteer teacher at Adelante, a community-action educational program on the West Side of Syracuse, New York, are related. Methods of teaching English as a second language to a class comprised mainly of adults are presented, and the cases of three students are given as examples of ways students may be motivated by the teacher to a greater self-knowledge and to the realization of a new potential. The re-socialization process required by a change in nationality and language cultures is a stage in which the individual should be encouraged to develop psychologically, socially, and economically. (DB)

ED 051 478 AC 010 388
Rivera, William M.
"Futures": A New and Needed Literature for National and International Planning in Continuing Education.
Pub Date Jun 71
Note—18p.; Paper presented at International Seminar on Publications in Continuing Education (Syracuse University, June 8-10, 1971)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Education, *Continuous Learning, *Educational Needs, *Educational Planning, Federal Aid, *Post Secondary Education
The futures of continuing education are discussed from the standpoint of educational planning for the future. Techniques that are being used in formulating futures environments are described, and a model of Federal policy options/goals in post-secondary education in the years 1970-85 is presented as a cross-impact matrix (Annex I). A scenario of the futures of the field of education, emphasizing out-of-school educational programs, is presented as Annex II. This scenario consists of statements of precepts and concepts concerning education, a statement of general conviction concerning education, a statement of general need, a statement of specific need, a newsworthy event regarding need, a shift

of social value, a statement of goal, a newsworthy event regarding program, and a statement of personal values. A bibliography of futures literature is included. (DB)

ED 051 479 AC 010 389

Project Homebound. Final Report.

Butte Vocational-Technical Center, Montana.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [71]

Grant—OEG-0-70-5154(324)

Note—263p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Adult Basic Education, *Homebound, *Home Instruction, *Illiterate Adults, On the Job Training, Teacher Aides, *Volunteers, Workshops

Identifiers—Adult Education Act, Project Homebound

Project Homebound, a pilot demonstration program in the use of volunteers as a means of attacking adult illiteracy, proved operational in Butte, Montana. Home bound instructors were divided into six teaching teams, each comprised of a certified teacher who served as team leader and designed the materials used, two teacher's aides who recruited students and prepared and taught the materials, and five volunteers who conducted classes in private homes one night each week with the teacher as support. Daily two-hour inservice training was given to both aides and volunteers by team teachers and consultants. The 22 staff members hired attended a 30-hour workshop for both staff and volunteers which emphasized the psychology and teaching of adults and the types and use of instructional materials. Homebound classes began on October 5, 1970 with 81 students and ended on June 30, 1971 with 342 students. The project was structured into three phases. Phase I was the enrollment and individual home instruction of students in organized "kitchen classes." Phase II involved the grouping of students into classes at neighborhood centers. Phase III involved the initiation of an eventual take-over by volunteers. The project proved to be an effective vehicle for adult basic education home instruction. (Author/DB)

ED 051 480 AC 010 390

Gavitt, Alexander R., Jr.

The Role and Spread of Mass Media and Its Impact on Economic Development of Underdeveloped Countries.

Note—14p.; Paper presented in part at Annual Conference of American Association of Agricultural Editors (Cornell Univ., Ithaca, N.Y.)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication (Thought Transfer), *Developing Nations, *Economic Development, *Mass Media, *Telecommunication

Identifiers—Brazil, United Arab Republic

This research study delineates the role and spread of mass media and its impact on economic development of underdeveloped countries. Some definitions about mass communication are given, followed by a brief description of how the mass media in the countries of the world operate under four major theories. An examination is made of the economic development process itself, along with a listing of the contributions communication and the mass media have made to social and economic development. The problem of frustrations as created by the mass media is discussed, together with how mass media spread. Data are presented on the distribution of mass media, primarily for the underdeveloped countries of Brazil and the United Arab Republic. (Author/DB)

ED 051 481 AC 010 391

Gassie, Edward W. And Others

Getting Volunteer Leaders on the Job in the 4-H-Like Nutrition Program for Low Income Youth in Urban Areas of Louisiana.

Louisiana State Univ., Baton Rouge. Cooperative Extension Service.

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, *Leadership Training, *Nutrition Instruction, *Urban Youth, *Volunteer Training, Youth Programs

Identifiers—Louisiana

A program to train professional aides to identify, recruit, and train indigenous volunteer leaders to conduct nutrition education programs with youth groups was tested. The program employed 24 professional aides, 56% being under 25 years of age (13 whites and 10 Negroes). The aides attended a 3-day orientation session, at which the procedure to be followed was explained (identify and meet influential members of the community and potential teacher-leaders; interview and select teacher-leaders; and carry out orientation and training of teacher leaders), and the aides were then sent to the nine urban areas selected for the study. Findings of the study are: (1) personal contact is the key to the success of the program; (2) contacting influential persons is necessary; (3) homemakers have the best attitude toward the program, and are the most help in securing teacher-leaders; and (4) homemakers and students appear to be the best possibilities for serving as teacher-leaders, but more time should be devoted to training them. The program's objectives were carried out successfully. (DB)

ED 051 482 AC 010 395

T V Classroom. Report of 1968-1969 School Year.

San Diego Community Coll., Calif.; San Diego Unified School District, Calif.

Pub Date [69]

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Annual Reports, *Independent Study, *Televised Instruction, *Television Curriculum

The activities of TV Classroom, one of the largest programs designed to educate adults at the high school level through television, in the 1968-1969 school year are reported. In addition, the history of the program since its inception in 1952 is given, together with an historical chart. Course requirements, publicity, registrations, expenses, and future of the TV Classroom are discussed. During the 1968-1969 year, three series were presented: the First Series presented General Science, Sewing for Wardrobe and Home, and ABC Stenoscript Note Taking; the Second Series was comprised of History of San Diego, Human Behavior--Psychology, and California Explorers' Spanish; and the Third Series consisted of Everyday English, 200th Anniversay Spanish, and Fundamentals of Investments. The total number of registrants for the 1968-1969 year was 1,133. (DB)

ED 051 483 AC 010 397

Third Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-CONF-28-8

Pub Date 20 Oct 70

Note—39p.; Report of meeting held at Teheran/Esfahan, September 8-17, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Literacy, *Experimental Programs, *International Programs, *Literacy Education, *Program Evaluation

Presentations in this meeting were "Progress of World Experimental Literacy Programme" and "Present Situation in Various Experimental Projects." Discussions of these presentations concerned: (1) analysis and revision of the Plans of Operation (choice of the sphere of action, quantitative targets, and the time schedule of the projects); (2) the relationship between the experimental projects and large-scale national programs; (3) experimentation with diverse methods and preparation of instructional materials and audiovisual aids; (4) exchange of information with and within projects; (5) training of personnel; and (6) evaluation and research. Appendixes present a listing of members of working groups; reports of working groups; a list of minimum and recommended indicators; indicators pertaining to the economical growth and development; health, hygiene and safety; and field visits in Iran project. (DB)

ED 051 484 AC 010 398

Inter-Agency Meeting on Work-Oriented Literacy. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-WS-206

Pub Date 15 Jan 71

Note—8p.; Report of meeting held at UNESCO House, December 1-2, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, *Functional Illiteracy, *International Programs, *Literacy Education

The meeting reported upon was held to review existing cooperation between the United Nations Specialized Agencies in the field of literacy, as well as to discuss future collaboration in the light of the 1971-1972 Program and Budget of UNESCO and the orientation and expansion of the World Literacy Programme proposed therein. The report covers the meeting agenda as follows: (1) General Review of Activities in 1970; (2) Inter-Agency Cooperation in the Future Programme; (3) Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC) and the Regional Centre for Functional Literacy in the Rural Areas of Latin America (CREFAL); and (4) Research and Diffusion of Information. A list of participants is given as Annex I. (Author/DB)

ED 051 485 AC 010 399

Functional Literacy: A Method of Training for Development.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-CONF-26-3

Pub Date Dec 70

Note—16p.; Paper presented at meeting of International Advisory Committee for Out-of-School Education (UNESCO House, Paris, France, December 8-14, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education, Behavior Change, Educational Objectives, *Functional Illiteracy, *Literacy Classes, *Socioeconomic Influences, Teaching Techniques, *Vocational Education

Some fundamental characteristics and trends of the approach to teaching employed in functional literacy projects for adults are described, and avenues for study and research are suggested. The Experimental World Literacy Programme educational activities show two major methodological trends: an "ecological" trend and an "industrial" trend. The purpose of functional literacy is to develop in a socioeconomic context not only the technical and vocational skills of individuals but also their mental powers of analysis and their ability to communicate. A course that allows for diversification in respect to (1) programs and methods, (2) teaching materials, and (3) teacher recruitment is needed. The aim of a study of the environment is to ensure that the programs and their content shall be well suited to its needs and problems. The teaching strategy involves devising teaching programs, preparing teaching materials, and training the teachers. An indispensable methodological prerequisite is that responsibility for functional literacy programs be assumed at the beginning by the socioeconomic authorities and institutions (technical ministries, industrial and agricultural undertakings, trade unions, etc.) of the environment concerned. (DB)

ED 051 486 AC 010 400

Equality of Access of Women to Literacy. Comparative Study.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-MD-14

Pub Date 31 Aug 70

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, *Educational Discrimination, *Females, *Illiterate Adults, *Literacy Education, Questionnaires, Social Status

This study is based on the replies to a questionnaire sent in December 1968 to all Member States and Associate Members of UNESCO. It describes the extent and the consequences of illiteracy among women, and analyzes the factors impeding female literacy. The document shows the evolution of attitudes with respect to literacy programs for women; the current trends, including experiments in functional literacy; the efforts undertaken in different countries in order to eradicate illiteracy among women; and the experiments carried out in this field. (Author/DB)

ED 051 487 AC 010 401

Adult Education in the Seventies.

Indian Adult Education Association, New Delhi.
Report No—Ser-No-84
Pub Date Nov 70
Note—92p.; Report of the All India Adult Education Conference (24th, Bhubaneswar, October 15-19, 1970)
Available from—Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi, India ($1.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Agricultural Education, *Conferences, *Indians, *Urban Areas
The proceedings of the 24th All India Adult Education Conference highlight two symposia, "Adult Education and Urban Development" and "Adult Education and Green Revolution." Commission Reports on the two symposia are given. (DB)

ED 051 488 AC 010 402
Gruenhagen, R. H.
The Effect of a Planned Communication Program on Change of Attitude and Knowledge of the Urban Dweller Toward Chemicals and Pesticides.
Federal Extension Service (DOA), Washington, D.C.; Virginia Polytechnic Inst., Blacksburg. Extension Div.
Report No—MCDP-18
Pub Date Nov 69
Note—391p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Adult Education Programs, *Changing Attitudes, Chemical Reactions, *Communication (Thought Transfer), *Information Seeking, *Measurement Techniques, Pesticides, Research Design, Urban Population
The objectives of this study were: (1) to identify the middle and upper-middle class urban audience in terms of certain selected variables; (2) to design and perfect techniques to measure attitude toward and knowledge of pesticides and chemicals; (3) to determine the present knowledge and attitude of the audience toward pesticides and chemicals; (4) to determine the effectiveness of a planned Extension communications program in bringing about a change in attitude; and (5) to ascertain the relative effectiveness of various Extension communication methods in searching and influencing the selected audience. To accomplish these objectives, the research plan was designed to: (1) collect data from a random sample of individuals within the test population in order to obtain an audience profile and to identify benchmarks of knowledge and attitude; (2) expose a selected test area to a planned experimental communications program; (3) collect data from a second random sample within the test population so that post-treatment profiles and benchmarks could be established; and (4) evaluate the effectiveness of the experimental treatment and of the separate communication media used in changing levels of knowledge and attitudes. Results, conclusions, and recommendations are given. (Author/DB)

ED 051 489 AC 010 403
Training Program for Cooperative Student Trainees in Professional Career Options; GS-Trainee-2 to Trainee GS-7.
Coast Guard (Dept. of Transportation), Washington, D.C. Office of Personnel.
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *College Curriculum, *Educational Programs, Professional Personnel, *Promotion (Occupational), *Work Study Programs
The Student Trainee Work-Study Training and Promotion Plan is designed to furnish the Coast Guard with a long-range program for recruiting, developing, and retaining the best potential professional talent available. Students are selected for participation in the program on the basis of demonstrated scholastic ability and must maintain a relatively high level of scholastic performance. Sixty-one colleges and universities participate in providing training. The candidates must have been enrolled or accepted for enrollment in a cooperative work-study program in one of the colleges of universities in a curriculum leading to a bachelor's degree in, or closely allied to, the field in which they will receive on-the-job training. The training program covers the following fields: Accountant, Aeronautical Engineer, Architect, Business Administration, Civil Engineer, Comptrollership, Electrical Engineer (Marine or Power), Electronics Engineer (Communications and Search, Navigational Aids, Radio Station, Electronics Engineering), Mathematician, Mechanical Engineer (Heating, Air Conditioning and Ventilating; and Marine), Naval Architect, Oceanographer, and Physicist. Instructional materials and plan, facilities and equipment, performance standards, a rating factors form, and definition of rating factors are discussed. (DB)

ED 051 490 AC 010 405
Foster Grandparent Program.
Council for Economic Opportunities, Cleveland, Ohio.
Pub Date 70
Note—89p.; Semiannual Report
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Programs, *Child Care Workers, *Foster Homes, *Grandparents, *Senior Citizens
The semiannual report of the Cleveland Foster Grandparent Program (FGP) covers the period January 1 to June 30, 1970. Part I of the report discusses: (1) Experiments or Changes in FGP Work Program; (2) Accomplishments; (3) Benefits of FGP; (4) Unresolved Issues; (5) Future Plans; and (6) Personnel Changes. Part II concerns: (1) Orientation and In-Service Instruction; (2) Programs or Special Events Announcements; (3) Memos or Instructions Issued; (4) Minutes of FGP Advisory Committee Meetings and Minutes of Staff Meetings; (5) FGP Advisory Committee Evaluation of Program; (6) FGP Newsletter; (7) Publicity; and (8) Significant Correspondence. (DB)

ED 051 491 AC 010 407
Johnson, James L.
Newsletters in Extension Education with a Suggested Programmed Learning Manual for Self-Teaching of Newsletter Production.
Pub Date Jan 69
Note—131p.; Master's thesis, Washington State University
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *Agricultural Personnel, Extension Agents, *Independent Study, *Newsletters, *Programed Instruction
The objectives of this study were to design a self-instructional or programmed learning instrument that would enable the learner to obtain training in what the newsletter can do and how to produce an effective newsletter. Programmed instruction is defined and discussed, and the use of programmed instruction in adult education is referenced. Newsletter preparation is discussed from the standpoint of purpose, information gathering, writing techniques, format, production, and the mailing list. A Suggested Programmed Learning Manual is offered, and the use of the manual in extension worker training is discussed. A bibliography related to Programmed Instruction and Newsletter Preparation is provided. (DB)

ED 051 492 AC 010 409
Guidance and Counseling Project for Adult Basic Education; Office of Education -- Region VI. Final Report, FY 1970.
Texas Univ., Austin. Div. of Extension.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 70
Contract—OEC-0-8-053078-4641(039)-7-SP-78
Note—518p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—*Adult Basic Education, Counselor Training, *Guidance Counseling, Inservice Education, *Pilot Projects, *Program Evaluation, *Regional Programs, Staff Orientation, Student Characteristics, Teacher Orientation
Identifiers—Arkansas, Louisiana, New Mexico, Oklahoma, Region VI, Texas
This report constitutes the final activity for the Special Project in Guidance and Counseling, Region VI, for Fiscal Year 1970. Major objectives of the second year of operation of the project were: (1) to implement, in two pilot centers in each state, an experimental guidance and counseling program for Adult Basic Education (ABE) as developed by the project in FY 1969; (2) to evaluate the effect of the guidance and counseling project on the total ABE program in the respective pilot centers; (3) to provide extensive in-service training for counselors and teachers in each of the pilot centers; (4) to encourage and assist the state ABE departments in promoting and implementing local guidance and counseling in-service programs for teachers and counselors; (5) to conduct an in-depth, three-week professional counselor-training institute for ABE counselors in Region VI (funded by other sources); and (6) to publish the results of the combined two-year Guidance and Counseling Project and provide liaison with other USOE Regions in an attempt to encourage national efforts in guidance and counseling for undereducated adults. The organization of this report follows the pattern of the objectives. A statement of objectives for FY 1971, the third year of the project, concludes the report. (Author/DB)

ED 051 493 AC 010 410
Knowledge and Action in Adult Education.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date Apr 71
Note—58p.
Journal Cit—Cogito; n1 p1-55 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Career Opportunities, *Educational Objectives, *Teaching Techniques
Papers relating to using both knowledge and action in adult education programs are presented. The titles and authors of the papers are as follows: "Toward a Theory of Practice in Adult Education" by Jack Mezirow; "Action Seminars" by Alan Knox; The Case-Study Approach--Alternation between Knowledge and Action in Adult Education: (a) "Prepare Case Materials" by Alan Knox, (b) "Franklin Community College Continuing Education Division--Discussion Case" by Alan Knox, (c) "Analysis of Franklin Community College Case" by Howard Williams; "Opportunities for Careers in Adult and Continuing Education for Paraprofessionals and Volunteers" by Elmer Fleming and Alice Leppert; "Some of the Department's Students Describe Their Jobs" by Alice Jacobson and Bernard Gresh; "Maybe Later On..." by Bernard Gresh; and "Adaptation of Knox's Model of Continuing Professional Education Need Appraisal to Exchange Teachers" by Eitan Israeli. (DB)

ED 051 494 AC 010 411
Davis, Mary A.
Assessment of Functional Illiteracy in Washoe County and a Strategy of Recruitment for the Adult Basic Education Program.
Nevada Univ., Reno. Coll. of Education.
Pub Date Jan 70
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Educational Objectives, *English (Second Language), *Functional Illiteracy, *Surveys
Identifiers—Nevada, Washoe County
This study considers two questions: (1) Who are the functional illiterates in the Reno-Sparks area? and (2) How can they be brought into the adult basic education program if they are not at present enrolled? A survey was made of the area to obtain statistical information concerning the functional illiterates. A compilation of the statistics is presented in tables, as are estimates of the number of functional illiterates. Recommendations are that: (1) publicity of the English Second Language and Adult Basic Education programs be increased; (2) the total target population be reevaluated; (3) both programs be upgraded; and (4) every effort be made to keep the student in the program. (DB)

ED 051 495 AC 010 412
Reeder, W. W. And Others
Leadership in Multi-Community and Multi-County Development Organizations.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.
Pub Date 69
Note—38p.; Regional Development Studies, No. 3
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developmental Tasks, *Economic Development, *Leadership Qualities, *Organizations (Groups), *Social Development

This study concerns the types of influence exerted by staff individuals and units and nonstaff individuals and units in the activities of regional economic and social development organizations. Four different social units, each involving different theoretical considerations, are involved in the analysis. These four social units are: social action situations, personalities, organizations, and regions. The position and role specifications of staff and lay leaders are delineated. Other areas of discussion are the decision making processes, the power and influence processes, the tension management processes, the involvement and motivation processes, and the goal attainment processes in relation to various development goals. (DB)

ED 051 496 AC 010 413
A Brief to the Commission on Post-Secondary Education in Ontario.
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Pub Date Dec 70
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Community Colleges, *Post Secondary Education, *School Community Relationship, *Student Needs
Identifiers—Canada, Ontario, Toronto
The Colleges of Applied Arts and Technology (CAATs) of Canada are discussed under the following chapter headings: I. The Post Secondary Institution in Its Community--the CAATs; II. Responsibility of the Colleges for Adult Education; III. Some Student Concerns; IV. Some Services to Students; V. Professional Staff Development; VI. Professional Training and Related Considerations; VII. New Programs and Emphases; and VIII. Research in Post-Secondary Education. Recommendations are given, and a selected list of studies and publications that have special significance for the commission are included. (DB)

ED 051 497 AC 010 414
Jacobs, Dorene E.
The Community Colleges and Their Communities.
Ontario Association for Continuing Education.
Pub Date Dec 70
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Community Colleges, *Community Involvement, *Educational Environment, *School Community Relationship
Identifiers—Canada, Ontario
This report presents findings of a study of the learning environment and community relationship of 15 Ontario, Canada community colleges. The findings are discussed under the headings of Geography; Major Orientation--Vocation or Community; Concern for Community; Special Publics and Special Programs; Media; The College as a Learning Institution in Relation to Community; and Finances. Case studies are presented of five of the colleges. The study group found that considerable community involvement is taking place on the part of the colleges, but some colleges are more concerned with community needs than are others; and there is considerable variation in the ways in which concern is translated into actual involvement. Recommendations include: (1) the uniqueness of each college be preserved; (2) that colleges be encouraged to develop or to continue direct interest and involvement in the community; (3) that the practice of subsidizing only credit courses be reviewed; (4) more concern be given to the needs of the citizens in dealing with problems of their communities; (5) more attention be given to the learning needs of special groups, such as older people; (6) the placing of field men in different locations within an area to become better acquainted with the local people be encouraged; and (7) liaison with community organizations be continued. (DB)

ED 051 498 AC 010 415
A Guide to Federal Funds for Urban Programs at Colleges and Universities.
American Association of State Colleges and Universities, Washington, D.C.; American Council on Education, Washington, D.C. Office of Research.
Spons Agency—Sears-Roebuck Foundation, Skokie, Ill.
Pub Date Apr 71
Note—108p.
Available from—Office of Urban Programs, American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Programs, *Federal Aid, Federal Programs, *Program Guides, *Research Opportunities, *Urban Studies
This guide contains information on more than 70 federal programs representing possible sources of funding for urban programs and activities of colleges and universities. For each program, the following information is provided: Authorizing Legislation; Amount and Availability of Funding; Program Description and Priorities; Related Publications Available; Administering Agency; and Contact for Further Information. An alphabetical index of programs, an index of programs by administering agency, and an index of programs by category are given. Five appendixes present Regional Office Contacts of the federal agencies concerned. (DB)

ED 051 499 AC 010 416
Adult Basic Education in New Mexico; Personal Growth Curriculum.
Eastern New Mexico Univ., Portales.; New Mexico State Dept. of Education, Santa Fe. Div. of Adult Education.
Pub Date Feb 70
Note—166p.; Results of workshop held June 10-14, 1968 at Roswell campus of Eastern New Mexico University
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, *Curriculum Development, *Instructional Aids, *Personal Growth, *Workbooks, Workshops
A workbook for use by teachers in adult basic education classes concerned with personal growth, this text covers five areas. These areas are: Money Management, World of Work, Citizenship and Government, Health Education, and Family Life. Each area is presented as to the course objectives, and units of instruction are given. It is suggested that approximately 50% of the classroom time be spent on the personal growth curriculum. (DB)

ED 051 500 AC 010 417
The Development and Utilization of Student Prepared Teaching Units in Family Living Subject Areas Utilizing the Television Media.
New Mexico State Dept. of Education, Santa Fe.
Pub Date 71
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Family Life, *Student Developed Materials, *Televised Instruction, *Video Tape Recordings
This research project investigated the effects of teaching units in the family-living subject areas as prepared by adult basic education students utilizing the television media as a method of instruction. The objectives of the study were: (1) to ascertain whether or not student-prepared videotape media are effective in instructing ABE students in the family-living areas; and (2) to determine if student-prepared videotape units act as reinforcements to student motivation. Other activities included in the research were: (1) the training of 12 adult-basic-education teachers and 30 adult basic education students in the operation of television equipment and in the production of videotape teaching units; (2) the development of a procedure for statewide implementation in which both students and teachers can prepare videotape lessons of instruction for all levels and on all subject areas in adult basic education; and (3) the development of a performance criteria by which objectives (1) and (2) were evaluated and reported. (Author/DB)

ED 051 501 AC 010 418
ABE Learning Center Guidelines.
New Jersey State Dept. of Education, Camden. Camden Adult Basic Education Learning Center.
Pub Date 69
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Principles, *Adult Basic Education, *Guidelines, *Learning Laboratories, *Teacher Education
The primary purpose of the ABE learning Center is to provide services to adults in the Camden area who are in need of basic education. Guidelines for operating the Learning Center are presented in the following chapters: The Administrator of Learning Center; The Counseling Office; The Learning Laboratory; The Learning Center Instruction; Pre-Service and In-Service Training; Supplementary Services; Recruitment; Operational Procedures; and Bulletins. (DB)

CG

ED 051 502 CG 006 343
Seymour, John C. Blackburn, J. Vernon
Priority Need in SPA: Program Specialists. A New Approach to Student Advising in Higher Education.
Alabama Univ., University.
Pub Date 70
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Education, Career Choice, Career Planning, *Colleges, College Students, Student Development, Student Personnel Services, *Student Personnel Work, *Student Personnel Workers, *Vocational Development
The purposes of this paper are: (1) to state basic assumptions underlying a new and different approach to serving college students in their personal growth; (2) to describe the desirable characteristics of a comprehensive educational-vocational development program at the college level; (3) to examine the status of current higher educational practices; and (4) to discuss the role and functions of the program specialist - a new student personnel type proposed in the paper. It is argued that a new specialization is needed in collegiate student personnel work which is referred to as "Student Program Specialist." In this role, he would be responsible for all student academic advising and general career development. (Author/TL)

ED 051 503 CG 006 374
Permaul, Jane S.
Behavioral Differences Among Selected Organized Student Groups.
California Univ., Los Angeles.
Pub Date Apr 71
Note—19p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *College Students, Demography, Group Activities, *Group Behavior, Group Experience, *Group Membership, Group Norms, Group Relations, Groups, Group Structure, *Intergroup Relations, *Student Attitudes, Student Opinion
An "ad hoc" questionnaire was administered to 10 students from each of 10 student groups. Each group's behavior was rated according to its degree of deviation from the established code of conduct for organized campus groups. Demographic and sociometric data was collected, as well as a measurement of the respondents' knowledge about the campus, and a ranking of each organization's stated priority for serving society, education, and campus community, or itself. Results show that organized group behavior is affected by intergroup interactions under certain conditions, namely length of members' time on campus, knowledge of the campus, the range of a group's contacts with other groups, the group's inception date, and the academic major of group members. The direction of extreme organized group behavior, either conventional or aggressive, is determined by the degree of generational conflict and by family background and structure. A reaction to the findings, by a different author, is included. (TL)

ED 051 504 CG 006 380
1971 White House Conference on Youth. Recommendations and Resolutions.
Pub Date 71
Note—293p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—American Culture, *Attitudes, Culture, Drug Abuse, Drug Legislation, Economically Disadvantaged, *Economic Disadvantagement, Economic Education, Economic Factors, Educational Attitudes, Environment, Environmental Education, Ethics,

Foreign Relations, Legal Problems, Legal Responsibility, Minority Groups, Moral Values, Opinions, Political Attitudes, Race, Race Relations, Racial Discrimination, *Social Attitudes, *Values, Young Adults, Youth, *Youth Leaders

Identifiers—White House Conference on Youth

A demographically representative sample of 915 youth, ages 14-24, who had achieved some kind of leadership among their peers, and 473 adults representing the leadership of the nation's institutions, were divided into 150 member task forces arranged around 10 issue areas: (1) the draft and national service; (2) drugs; (3) economy and employment; (4) education; (5) environment; (6) foreign relations; (7) legal rights and justice; (8) poverty; (9) race and minority group relations; and (10) values, ethics and culture. Their recommendations and caucus statements comprise the bulk of this report. Their challenge is to the government and power structures to respond to the proposals as a step toward reaching the unfulfilled potential of this nation which has left too many of its principles unimplemented. (TL)

ED 051 505 24 CG 006 433

DeBord, Larry W.

Structure of Occupational Experience, Paternal Values, and Son's School Adjustment. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-D-044

Pub Date Sep 70

Grant—OEG-4-70-0051(509)

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Caucasians, Child Development, Childhood Attitudes, *Child Rearing, Cultural Differences, Educational Background, Family Influence, *Fathers, Negro Attitudes, Negro Employment, *Negroes, Parent Attitudes, Parent Child Relationship, Parent Influence, Parent Participation, Parent Role, *Social Differences, *Work Experience

The major focus of this study is upon the operation of the occupational experience of father, wife, and the friendship network of the father in forming childrearing values of Negro and white fathers of lower, working and middle status. Beyond this, the relationships between childrearing values and paternal participation in the son's development are examined, as is the relationship between childrearing values and son's achievement. A sample of 448 black and white male heads of household with male children between the ages of 5 and 21 were included in the analysis, the data for which were obtained from a semi-structured interview schedule. The findings indicate that: (1) although occupation and childrearing values are significantly correlated for both Negro and white samples, occupation exerts an independent influence upon values among Negroes only; and (2) among Negroes, financial stability both in the present and over generations is very important as an explanation of variation in achievement levels. (TL)

ED 051 506 CG 006 434

Smith, Ronald G. And Others

A Two-Week Practicum in Applied Psychology.

Pub Date Jan 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Alcohol Education, Behavior Change, Institutional Personnel, Interprofessional Relationship, *Occupational Choice, *Organization, *Practicums, Psychiatric Hospitals, *Psychology, *Role Perception, Student Participation, Vocational Rehabilitation, Work Experience Programs

Eleven upper division psychology majors and two junior college personnel were enrolled at Fort Hays Kansas State College in a two-week, full participation practicum held at Larned State Hospital. A major feature of the program was the early opportunity for intensive sampling of occupational role behaviors and reinforcers in an institutional environment. Students were free to explore typical role behaviors of the institution psychologists, their relations with other professional and para-professional workers, the treatment programs of the hospital, and its organizational structure. One goal was to induce changes in behavior relevant to the student's perception of state hospitals, both as social institutions and as occupational settings. The program is evaluated: (1) in relation to two programs of a similar nature; and (2) in terms of the behavioral indicators that its goals, at least for some participants, were achieved. (Author)

ED 051 507 CG 006 435

Ettinger, Ronald F. Kriner, Richard E.

Interpersonal Attraction in a Mixed-Motive Game.

Albion Coll., Mich.; Purdue Univ., Lafayette, Ind.

Pub Date May 71

Note—20p.; Paper presented at the Midwestern Psychological Association in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Group Activities, Group Behavior, *Group Dynamics, *Group Relations, Interpersonal Competence, *Interpersonal Relationship, *Motivation, *Simulation

This paper describes two experiments involving a game in which the effects of a strategy upon attraction are investigated. The first experiment investigated the role of one's partner's strategy and the subject's own strategy upon attraction among the players of a mixed-motive game; the second experiment was carried out as an extension and replication of the first. Results indicate that, in general: (1) cooperative others were more favorably evaluated by most subjects than were competitive others; (2) similarity of strategy played a greater role among cooperative subjects than among competitive subjects; (3) cooperative subjects liked the group member who was most similar better than the others; (4) the least similar other was liked least; (5) for cooperative subjects, similarity and cooperation on the part of others were both working in the same direction; and (6) for competitive subjects, similarity and cooperation of others were not working in the same direction. (Author/TA)

ED 051 508 CG 006 436

Student Unrest.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Administrative Leadership Services.

Pub Date Aug 70

Note—109p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Activism, Administrative Change, *Administrator Guides, Administrator Role, Behavioral Objectives, Behavior Change, Board of Education Policy, Parents, *School Administration, School Community Cooperation, Secondary School Students, Student Attitudes, *Student Behavior, *Student Needs, Student Reaction

Two basic purposes can be discerned in the material: (1) to provide public school administrators with source material to use in their consideration of the growing problem of student unrest in Pennsylvania's public schools; and (2) to heighten awareness of the seriousness of the problem. Prevention is a major focus of this publication, as evidenced in the sections on identification of potential unrest and actions to avoid student unrest. A briefly elaborated but comprehensive set of procedures for resolving overt student unrest are presented. Also dealt with are the role of the Board of Education and the most recent court statements involving the legal questions raised by the issue of student unrest. The publication concludes that the school environment is the focus for change, that student compliance must largely be a voluntary act, and that boards of education, administrators, teachers, students, parents and the entire community must learn and must change in order to effectively resolve the problems which precipitate student unrest and which result from it. (TL)

ED 051 509 CG 006 437

Bowie, Joseph A., Jr. Kahn, Arnold

Own Group Bias: Determining the Minimal Conditions.

Iowa State Univ. of Science and Technology, Ames.

Pub Date May 71

Note—7p.; Paper presented at the Midwestern Psychological Association in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Group Behavior, *Group Dynamics, Group Experience, *Group Membership, *Group Unity, *Intergroup Relations, Interpersonal Relationship, Sociometric Techniques

Group members tend to like other members of their own group more than members of groups to which they do not belong. This paper focuses on some of the initial determinants of this own-group preference and on the isolation of factors which increase or decrease it. The major finding appears to be that the mere anticipation of cooperation or competition can affect "own group bias" (OGB). The finding that those subjects in groups anticipating cooperation also showed a significant OGB effect offers further support for the balance theory interpretation that classification as a member of one group along with exclusion from another is sufficient to produce OGB. However, this study does not lend insight into Rabbie and Horwitz's (1969) failure to find OGB as a function of classification along, and their explanation that it may be due to the failure to provide justification for the division into groups remains plausible. (Author/TA)

ED 051 510 CG 006 438

Tarrier, Randolph B. And Others

Career Counseling: Prediction or Exploration.

City Univ. of New York, N.Y.; North Carolina State Coll., Winston-Salem.; Wayne State Univ., Detroit, Mich.

Pub Date Apr 71

Note—11p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Choice, Career Planning, *Counseling Effectiveness, Counselor Role, Individual Differences, Job Skills, Occupational Aspiration, Occupational Guidance, *Personal Interests, Prediction, *Predictive Measurement, *Vocational Counseling, Vocational Development

The current status of career counseling theory is explored. The emphasis is on counselee self-knowledge rather than counselor knowledge about and duration of the counselee. Noting that occupational information is abundant and that some methods of accumulating information about counselees' attitudes, values and interests are available, the authors see few indications that much has been done to implement these two into counseling programs. A model for the investigation of counselee vocational attitude changes is presented. The paper concludes with a description of the authors' APGA (1971) demonstration of two very different approaches to group counseling utilizing vocational inventories: (1) an actuarial approach; and (2) an examination of personal-occupational values, positive and negative, as indicated by the results of administering Hall's Occupational Orientation Inventory. (TL)

ED 051 511 CG 006 439

Tarrier, Randolph B.

Five Generalizations of Supervision.

City Univ. of New York, N.Y.

Pub Date Apr 71

Note—11p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Counseling Effectiveness, Counselor Performance, *Counselor Training, Simulated Environment, *Simulation, *Supervision, Supervisory Methods, Teaching Experience, Teaching Techniques

Typical negative reactions to the use of new technologies in teacher and counselor training are viewed briefly. Five training styles are discussed: (1) consultation; (2) audio recording; (3) one-way mirror viewing; (4) audio-video recording; and (5) coached clients and simulated experiences. The efficacy of each in meeting the behavioral objectives for which they are intended is considered. The author prefers the simulated method because: (1) the range of experiences can be broadened to include practically any facet of human behavior likely to be encountered in a counseling situation; and (2) the supervisor-trainee sessions will be more likely to focus on personal attitudes and values rather than merely on techniques of counseling. (TL)

ED 051 512 CG 006 440
Curley, Theodore J. And Others
A Critical Analysis of School Leavers in the Quincy Public School System. (1969-1970)
Quincy Public Schools, Mass.
Pub Date Jan 71
Note—57p.; Paper presented at the Massachusetts School Counselors Association Convention in Boston, Massachusetts, May 6-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dropout Attitudes, *Dropout Identification, Dropout Prevention, Dropout Rehabilitation, *Dropout Research, *Dropouts, *School Holding Power, Student School Relationship, *Urban Dropouts, Vocational Adjustment
During the school year 1969-1970 Quincy Public Schools in Massachusetts, a community of 90,000 adjacent to Boston, conducted an intensive investigation of all students leaving school for reasons other than transfer to another educational institution and death. Interviews with these students, their parents and an exhaustive analysis of school records constitute the sources of data. A control sample of non-leavers was randomly selected, matching only for grade and sex. Data was machine analyzed using univariate and multivariate techniques. It also includes a one year follow up of the school leavers focusing on their work adjustment, return to school adjustment, if any, and retrospective attitudes regarding their decision to leave school. Three recommendations resulted from the study: (1) expansion of vocational education options; (2) increase in instructional flexibility; and (3) guidance involvement with potential school leavers upon identification in elementary school. (Author/TA)

ED 051 513 CG 006 441
Rohde, Norma And Others
Let's Communicate: A Program Designed for Effective Communication.
Brigham Young Univ., Provo, Utah.
Pub Date 5 Apr 71
Note—29p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Communication Problems, *Communication Skills, Content Analysis, Educational Programs, Educational Strategies, *Instructional Programs, *Interpersonal Competence, Interpersonal Problems, *Interpersonal Relationship, Nonverbal Communication, Verbal Communication
Ten communication content areas comprise this program: (1) the impact of language on behavior; (2) the communication process; (3) perceptiveness; (4) understanding and clarity; (5) sharing feelings; (6) nonverbal expression; (7) emotional closeness; (8) honest yet responsible; (9) communication responses; and (10) interpersonal problem solving. For each area, educational objectives are stated, major concepts presented, and learning activities provided. Also included are the pertinent check-lists and forms needed in carrying out the learning experiences. (TL)

ED 051 514 CG 006 442
Barnhart, J. E.
Meanings of 'Mental Illness.'
North Texas State Univ., Denton.
Pub Date Apr 71
Note—21p.; Paper presented at the Southern Society for Philosophy and Psy ology Conference in Athens, Georgia, Apr 8-10, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, Behavior Problems, *Behavior Standards, Conflict, *Group Norms, Mental Health, *Mental Illness, Motivation, Performance, *Psychopathology, Role Conflict, *Socially Deviant Behavior
The author spells out seven meanings of the phrase mental illness and elucidates some of the controversy which surrounds it in legal, political, therapeutic and moral circles. These seven are: (1) unusually low performance level; (2) powerlessness; (3) excessive and fruitless conflict with others; (4) immorality; (5) excessively deviant taste; (6) reality distortion; and (7) lack of motivation and meaning. The judgmental nature of labeling behaviors is broached. The author draws several conclusions: (1) different behaviors, labeled as mental illness, must be treated in different ways; (2) the term "illness" is more appropriate to some cases of mental illness than to others; (3) each of the seven meanings entail deviation from some norm or standard; and (4) those involved in the institutionalization of individuals on the grounds of mental illness are obligated to spell out what norms or standards form the basis for their judgment. (TL)

ED 051 515 CG 006 446
Jackson, Donald F.
Drug Abuse: How Can Boards Deal With It?
Community Organization for Drug Abuse Control, Phoenix, Ariz.; National School Boards Association, Evanston, Ill.
Pub Date Apr 71
Note—12p.; Paper presented at the National School Boards Association Convention in Philadelphia, Pennsylvania, April 5-6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Board of Education Role, Counseling Effectiveness, *Counselor Role, *Drug Abuse, Educational Programs, Health Education, Marihuana, *School Community Cooperation, School Responsibility, School Role, *Student Needs, Student Problems
The author examines how school boards too often view the drug problem, its prevention and the educating and helping of users. Current biases and prejudices concerning drugs and users are viewed as obstacles to solutions. The most commonly used educational and preventive measures are critically evaluated. Attitude change is considered a more important goal than mere factual presentations. The counselor's role vis-a-vis school drug users is examined. The school board's attitude is seen as crucial in determining whether schools will help or not. Several new approaches are recommended: (1) growing community involvement in helping schools educate against drug use; (2) the viewing of the problem as a holistic one; and (3) the approbation of school boards as a stimulus to teacher and administrator involvement. (TL)

ED 051 516 CG 006 447
Davis, William L. Taylor, Alan L.
Internal-External Control and Others' Susceptibility to Influence as Determinants of Interpersonal Attraction.
Iowa State Univ. of Science and Technology, Ames. Dept. of Psychology.
Pub Date May 71
Note—15p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, *Behavior, *Change Agents, Operant Conditioning, Opinions, Positive Reinforcement, *Reinforcement, Social Reinforcement, *Verbal Communication
The relationship between internal-external control of reinforcement and attraction to others who vary in susceptibility to persuasion was investigated. Internals are defined as persons who believe that reinforcement is contingent on their behavior, while externals are those who believe that reinforcement is independent of their actions and is controlled by chance or powerful others. Attraction was assessed after subjects were differentially successful in changing the opinions of two confederates. Results on a behavioral measure support the hypothesis that internals are more attracted to others they are able to influence, whereas externals do not differentiate their attraction on the basis of others' persuasibility. However, on an attitudinal measure, there was a trend for internals to be more attracted to the confederate with whom they were less successful. A possible resolution of these results is discussed. (Author/TL)

ED 051 517 CG 006 448
Overs, Robert P.
Employment and Other Outcomes After a Vocational Program in a Rehabilitation Center. Milwaukee Media for Rehabilitation Research Reports. Number 11.
Curative Workshop of Milwaukee, Wis. Research Dept.; Wisconsin Univ., Milwaukee.
Spons Agency—Junior League of Milwaukee, Wis.; Wisconsin Div. of Vocational Rehabilitation, Madison.
Pub Date Jun 71
Note—158p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Employment Level, *Employment Patterns, Employment Practices, Employment Problems, Employment Qualifications, *Followup Studies, *Job Satisfaction, *Participant Characteristics, Physically Handicapped, Rehabilitation, Vocational Education, *Vocational Rehabilitation, Vocational Retraining
This is a structured interview study of a 20% random sample consisting of 148 clients interviewed a year after leaving a rehabilitation center vocational program. Employment outcome is related to age, marital status, impairments, education, race, social class, program completion, attendance and punctuality. Clients' occupational distribution in the work force and a data-people-things analysis of positions held are presented. Numerous other data are described: (1) client job hunting methods; (2) job satisfaction; (3) reasons for leaving employment; (4) living arrangements; (5) sources of income; (6) support and dependency patterns; and (7) avocational participation and evaluation of rehabilitation services. A quantitative summary of 76 followup studies is included, as are tables and an extensive bibliography. (Author/TL)

ED 051 518 CG 006 450
Warner, Dennis A. Warner, Stephen J.
Skill Level as a Factor in the Relationship Between Worker Satisfaction and Worker Performance.
Washington State Univ., Pullman.
Pub Date 9 Apr 71
Note—8p.; Paper presented at the Southern Society for Philosophy and Psychology in Athens, Georgia, April 8-10, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Job Satisfaction, *Job Skills, Need Gratification, Operant Conditioning, Performance, *Performance Factors, *Reinforcement, Vocational Adjustment, *Work Attitudes, Work Environment, Work Experience
Thirty-three adult male employees at a chemical plant completed a Worker Opinion Questionnaire (WOQ) designed to yield a measure of worker satisfaction. The quality of their job performance was obtained by means of supervisor ratings. Eighteen of the subjects were involved in "skilled labor and fifteen in "unskilled" labor. It was hypothesized that the relationship between satisfaction and performance would be significantly different for the two groups. The mean WOQ scores for the two groups did not differ significantly, nor did the mean performance ratings. The Pearson product-moment coefficients of correlation between performance ratings and WOQ scores were significantly different. The authors offer a reformulation of their original hypothesis based on an operant behavior model. (Authors/TL)

ED 051 519 CG 006 451
Stevens, Nancy D.
Job-Seeking Behavior and Vocational Development.
American Personnel and Guidance Association, Washington, D.C.; City Univ. of New York, N.Y. Hunter Coll.
Pub Date Apr 71
Note—17p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, *Behavior Theories, Career Planning, *Developmental Tasks, Employment Interviews, Employment Qualifications, Job Applicants, *Job Application, Job Placement, *Objectives, *Vocational Development
Noting that job-seeking behavior, as contrasted with the processes of vocational choice and work adjustment, has been neglected in theories of vocational development, the author identifies three job seeking behavior patterns: (1) individuals exhibiting specific goals and self actualized behavior obtain desired jobs most successfully; (2) those with vague, confused goals and passive-dependent behavior fail to obtain desired jobs; and (3) those exhibiting a mixture of the two have a modicum of success in obtaining desired jobs. Job-seeking behavior is viewed as contingent upon two critical factors: (1) the degree of vocational choice crystallization; and (2) the individual's personal

characteristics, dynamics and life style. This material is integrated with Ginzburg's and Super's theories on the process of vocational development and job-seeking behavior and is itself considered as a developmental process. As such, it is seen as meeting the criteria of a theory on vocational development. (Author/TL)

ED 051 520 CG 006 452
Leveson, Irving And Others
The Effects of Improved Health on Productivity Through Education.
Rand Corp., Santa Monica, Calif.; Rutgers, The State Univ., New Brunswick, N.J.
Report No—P-3952
Pub Date Sep 68
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Dropouts, *Economic Research, Education, Educational Development, Educational Economics, *Educationally Disadvantaged, Educational Opportunities, *Health, *Health Needs, Health Programs, Special Health Problems
Medical care is viewed as an investment good, as contrasted with a consumption good. Numerous studies are cited which support the overall contention that improved health affects productivity through its effects on a person's education. The number of school days lost and the number of school dropouts which result from poor health are considered in terms of the ultimate economic loss to the person and to the nation. The value of productivity losses is associated with reduced educational attainment. The authors encourage further efforts to separate the several relationships which they suggest. (TL)

ED 051 521 CG 006 453
Guidelines on School Centered Problems Related to Drug Use and Abuse.
Minnesota State Dept. of Education, St. Paul. Div. of Instruction.
Pub Date 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling Services, *Drug Abuse, *Drug Legislation, *Helping Relationship, Inservice Programs, School Policy, *Student Problems, *Student School Relationship
Identifiers—Minnesota
This pamphlet is intended to inform educators and provide guidelines for dealing with drug use and abuse in schools. Problems related to and arising from our living in a drug-taking society are discussed and clarified. Other sections are concerned with: (1) the rationale; (2) recommended procedures for school-centered drug problems; (3) a legal appendix, which provides information on students' rights, federal drug laws and Minnesota drug laws; and (4) an appendix on symptoms and identification of potential drug users. Also included is a list of members of the Minnesota Ad Hoc Committee on school-centered problems related to drug use and abuse. Advice is given for adults who must deal with drug-connected youth and the procedures to follow in specific situations are outlined carefully. (TA)

ED 051 522 CG 006 454
Characteristics of High School Seniors as Related to College Attending Behavior. Pilot Project to Develop a Diagnostic Technique for High School Counselors.
New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date 70
Note—104p.
Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche available to educators at no cost)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Attendance, *College Bound Students, College Planning, *Counseling, Counseling Effectiveness, Counseling Services, *Counselor Performance, Counselors, High School Students, *Models, Noncollege Preparatory Students, Secondary School Students
Identifiers—College Image Scale, Edwards Personal Preference Schedule, New York Regents Scholarship Examination
This study attempts to identify characteristics of college attenders as contrasted with nonattenders through the use of four carefully selected measurement instruments: (1) the Edwards Personal Preference Schedule (EPPS); (2) the College Image Scale (CIS); (3) the Senior Survey Questionnaire; and (4) the Regents Scholarship Examination. These instruments were selected because they either required no individual administration, scheduled test period, or minitored facility, or because in the case of the Regent's examination its annual en masse administration in most New York state schools. The author was seeking a model which would not add appreciably to the work of counselors. Numerous differences were found between attenders and nonattenders using the selected instruments. The author suggests that counselors administer those sections of the EPPS and CIS which measure the discriminating variables. It is concluded that this project has clearly suggested a model which may be of use to counselors in giving needed individual attention through expedient time utilization. (TL)

ED 051 523 24 CG 006 455
Lindquist, Edith L.
Study of the Cognitive Plan in the Acquisition of Complex Motor Skill. Continuation of Study I: Good Motor Learners. Final Report.
San Jose State Coll., Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-I-107
Pub Date Apr 71
Grant—OEG-9-70-0012(057)
Note—266p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Child Development, Human Development, *Individual Development, Learning, Learning Processes, *Motor Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, Performance Factors, Psychomotor Skills, *Skill Development
This study continues the investigation of the general organizational plan used by good motor learners in acquiring a complex motor skill (tennis serve). The General Serve Problem Solving Model (GSPS), developed in earlier research, was utilized in an effort to improve and broaden it so that other types of learners may be studied and compared. Six subjects were observed over seven one-half hour learning sessions. They learned to serve by observing a loop film and still pictures and by asking questions. Results indicate that the model, in order to fit these six subjects, needed certain revisions. These are discussed. (Author/TL)

ED 051 524 CG 006 456
Narcotic Drug Control in New York State.
New York State Legislature, Albany.
Pub Date 7 Apr 71
Note—144p.
Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224. (Microfiche available at no cost to educators)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cost Effectiveness, Drug Abuse, *Drug Addiction, *Drug Legislation, Health Education, *Narcotics, Program Costs, Program Descriptions, *Program Effectiveness, *Program Evaluation, Program Improvement
This report concentrates on the analysis and evaluation of programs utilized by New York State's Narcotics Addiction Control Commission (NACC) and concerned with control of narcotic drugs and with those individuals who abuse them. The three key premises, basic to the narcotic drug control programs approved by the state legislature, are: (1) there exists an effective criminal justice system to insure either compulsory commitment to NACC for treatment or the imposition of legal penalties as a sufficient deterrent to the sale or use of narcotics; (2) there are demonstrated, reasonably effective treatment procedures for narcotic addiction; and (3) there exists a tested, satisfactory curriculum plan upon which to base preventive education. This audit, which examines current efforts in these three areas, shows that none has yet been accomplished. It is concluded, however, that the New York State Program is worthy of continuance, that more time is needed to indicate what performance standards might be achievable, and that more funds are needed. (TL)

ED 051 525 CG 006 457
Manus, Gerald I. Manus, Muriel
Educational and Vocational Guidance for the Handicapped Student.
American Personnel and Guidance Association, Washington, D.C.; Hofstra Univ., Hempstead, N.Y.
Pub Date 5 Apr 71
Note—11p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Programs, Counselor Functions, Counselor Performance, *Counselor Role, Exceptional Students, *Handicapped, Handicapped Children, *Handicapped Students, *Vocational Counseling
Gross deficiencies in educational and vocational counseling of handicapped students are examined. The authors' major thesis concerns the one-sided stress which has been placed on personal factors, to the ignoring of situational and environmental factors, as the focus of intervention efforts. Noting that, by and large, vocational information, vocational self-concept, and career patterns and choices are the product of previous experiential, exploratory opportunities, and further that most handicapped persons do not pass through this stage, the authors conclude that our society has not been concerned with or effective in guaranteeing the essential component of vocational maturity. A counseling model for handicapped persons is proposed which would require counselors to become advocates for equalizing experiences for handicapped students. (TL)

ED 051 526 CG 006 458
Secondary School Health Education Curriculum Guide.
Texas Education Agency, Austin.
Report No—Bull-691
Pub Date 70
Note—343p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Curriculum, *Health, *Health Education, *Secondary Education, Secondary School Teachers, *State Curriculum Guides
This guide for instruction in grades 7 through 12, developed with the help of 27 specialists in all the school health disciplines, views health as the embodiment of total man, his physical, psychological and social dimensions. A conceptual approach to teaching health is utilized, wherein a concept, once understood, can be retained even as new facts are constantly uncovered. Ten content areas, each having a major concept, are identified: (1) consumer health; (2) prevention of communicable disease; (3) chronic and degenerative diseases; (4) environmental health and safety; (5) community health; (6) growth and development; (7) health and fitness for daily living; (8) nutrition; (9) use and abuse of tobacco, alcohol and drugs; and (10) sex education for family living. A short section describes how to utilize the curriculum. For each content area, motivating questions, selected relevant learning activities and a bibliography are included. (TL)

ED 051 527 CG 006 459
Morgenstein, Melvin Strongin, Harriet
An Educational Component Incorporated into a Residential Drug Rehabilitation Program. Phase II: Report of Pilot Project.
Nassau Community Coll., Garden City, N.Y.; New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date May 71
Note—94p.
Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche available at no cost to educators)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Drug Abuse, *Drug Addiction, Educational Needs, *Educational Opportunities, *Educational Programs, Equivalency Tests, Higher Education, Program Descriptions, *Program Evaluation, Secondary Education, *Vocational Development
This report describes and discusses the findings of a project which involved ex-drug addicts in a

multi-faceted educational program, the components of which included: (1) college education; (2) high school equivalency diploma study classes; (3) noncollegiate courses in vocational and technical skills; (4) orientation of residents and teachers; and (5) special events. Program outcomes indicate that: (1) attrition rates in the residential therapeutic program were reduced for those involved in the educational populations and their reentry into "straight" society was facilitated; (3) they reverted to drugs less frequently and none returned to jail; (4) ex-addicts sufficiently motivated can complete college courses successfully; and (5) some residents are ready earlier than others for educational involvement depending on their stage in therapy. Conclusions and recommendations based on these findings are included. (TL)

ED 051 528 CG 006 460
Davidson, Andrew R. Steiner, Ivan D.
Reinforcement Schedules and Attributed Freedom.
Illinois Univ., Champaign.; Massachusetts Univ., Amherst. Dept. of Psychology.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date May 71
Note—33p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971
Available from—Ivan D. Steiner, Department of Psychology, University of Massachusetts, Amherst, Massachusetts 01002
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavior, Behavioral Objectives, Behavior Change, *Communication (Thought Transfer), *Discrimination Learning, Motivation, *Operant Conditioning, *Perception, *Reinforcement, Rewards, *Teaching Techniques
This study tests the contention that a reinforcing agent's manner of administering rewards and punishments is construed by his associates as revealing his margin of freedom, and that associates are more attentive to cues concerning a reinforcing agent's dispositional qualities, and more inclined to ingratiate themselves to him, when he employes reinforcement techniques that imply a high degree of freedom. Eighty-eight naive subjects were reinforced for performance on an anagram task on either a 40% or a 100% reinforcement schedule. Those subjects receiving 40% reinforcement: (1) attributed greater freedom to the "teacher"; (2) were more attentive to cues concerning the teacher's dispositional qualities; and (3) manifested a greater tendency to ingratiate themselves to the teacher. Results suggest that reinforcements are communicative acts which inform the recipient of the probable intentions, attitudes and freedom of the agent who administers them. (Author/TL)

ED 051 529 CG 006 461
Bach, Patricia Gorence
Women in Public Life in Wisconsin. A Preliminary Report.
Alverno Research Center on Women, Milwaukee, Wis.
Pub Date Apr 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Background, Family Attitudes, Family Background, *Family Influence, Family Relationship, *Females, *Public Officials, State Officials, *Womens Education
The study focuses on women elected to public office at the local and state level. A twelve page questionnaire was returned by 294 of the 592 women holding these offices. This first data analysis indicates that: (1) many of the women had parents or relatives who held public office; (2) more women over age 50 held office than those under 50; (3) the women identify more with their mothers than with their fathers; (4) education alone does not loom as important a factor as might be expected; and (5) younger women in office have less college education than older women. It is concluded that, when considering women in public life, certain established relationships between variables may not hold true. (TL)

ED 051 530 CG 006 462
Parameters of Individualization. Part II: Problem Solving Behavior. Abstracts of Educational Research Volume IV, Number 2.
Ministry of Public Education, San Jose (Costa Rica).
Pub Date 69
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, Cognitive Development, *Cognitive Processes, Concept Teaching, Generalization, Individual Development, *Learning, Learning Processes, Personality, *Problem Solving, Productive Thinking, *Sex Differences, Thought Processes
This issue, part of an annual series prepared for Maryland educators, presents the problem solving aspect of learning behavior by reviewing some of the variables which affect how individuals confront intellectual problems. Selected studies and a bibliography which are helpful in developing instructional methods which take into account individual differences in problem solving behavior comprise the bulk of the report. Studies reviewed are categorized under five headings: (1) problem solving strategies; (2) the use of verbal cues and mediational processes; (3) developmental changes in conceptual behavior; (4) cognitive and personality factors in problem solving; and (5) sex differences in problem solving. (TL)

ED 051 531 CG 006 464
Rosmann, Michael R.
Therapy for Family Systems.
Utah Univ., Salt Lake City.
Pub Date May 71
Note—18p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Change Agents, *Family (Sociological Unit), Family Characteristics, *Family Counseling, Family Influence, *Family Problems, Family Relationship, Operant Conditioning, Psychotherapy, *Therapy
A family therapy model, based on a conceptualization of the family as a behavioral system whose members interact adaptively so that an optimal level of functioning is maintained within the system, is described. The divergent roots of this conceptualization are discussed briefly, as are the treatment approaches based on it. The author's model, Behavior Therapy for Family Systems (BTFS), combines the methodology of behavior therapy with a systems understanding of family interaction. Specifically, it is the organization of a family's problematic interpersonal response patterns into a hierarchy, followed by systematic relearning of appropriate response interchanges. BTFS involves five sets of operations: (1) specifying problem areas of the family system; (2) ranking the problems; (3) outlining the plan of therapy; (4) analyzing problematic response patterns and modeling appropriate alternatives; and (5) rehearsing appropriate response interchanges. All five are discussed in detail. (TL)

ED 051 532 CG 006 465
O'Neill, Michael
Adaptation and Integration in the Nuclear Family: Some Thoughts on the Current Status of the Theory.
Utah Univ., Salt Lake City.
Pub Date 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conceptual Schemes, Family (Sociological Unit), Family Characteristics, Family Relationship, Family Role, *Family Structure, *Individual Differences, Models, *Parent Role, Personality, Role Perception, Social Environment, *Social Integration, Social Systems
The paper briefly outlines some of the factors which influence the differentiation of leadership roles in the nuclear family, such that it may or may not occur, and that it may or may not occur along lines of sexual identity. Three general categories of factors are discussed: (1) the impact of individual differences in the family members; (2) the effect of differences in family composition and membership; and (3) the influence of variations in situation, context and manner of assessment of the families. The published critiques are viewed as not invalidating the differentiation concepts of Parsons and Bales, but rather as demonstrating their richness and complexity. Some empirical questions are presented which are posed by the theory and subsequent research. (Author/TL)

ED 051 533 CG 006 466
Delworth, Ursula And Others
Selection of Paraprofessionals.; The Training of Paraprofessionals.; Supervision and Evaluation of Paraprofessionals.; The Paraprofessional - An Inside View.; Paraprofessionals in Psychology: An Annotated Bibliography.
Colorado State Univ., Ft. Collins.
Pub Date May 71 .
Note—22p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Educational Opportunities, *Nonprofessional Personnel, *Personnel Needs, *Personnel Selection, Selection, *Supervision, Supervisory Activities, Supervisory Methods, Trainers, *Training, Training Objectives, Training Techniques
The first paper, written by a paraprofessional, discusses the unclarity of the role of paraprofessionals and proceeds to elaborate on the different things which the paraprofessionals do in their work at a university counseling center. The second suggests that, where paraprofessionals are involved, the bulk of supervision should be directed at enhancing their growth. Supervision is viewed as the key to an ongoing evaluation program. Traditional selection procedures are critically evaluated in the third paper and the work of the New Careers movement and that of Carkhuff (1969) set down as promising models for selecting paraprofessionals. In the fourth paper, a general outline for training is presented. Both general skills (e.g., interpersonal) and specific skills (e.g., those which are job-related) are viewed as essential. Over 30 pertinent books and articles comprise the annotated bibliography. (TL)

ED 051 534 CG 006 467
Jordan, Nehemiah
Four Types of Learning--A Phenomenological Analysis.
Rand Corp., Santa Monica, Calif.
Report No—P-2199
Pub Date 19 Jan 61
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, Child Development, Cognitive Processes, Concept Formation, *Individual Development, *Learning, *Learning Characteristics, Learning Experience, *Learning Processes, Learning Readiness, Learning Theories, *Maturation
This is the author's personal document in which he tries to simply see what learning is about. He draws heavily on Fritz Heider for his phenomenological analysis, by which he means an analysis of learning based solidly and integrally on what can be simply seen by all men. The paper distinguishes a learning process found in the developing child, called maturational learning, which is not found in the adult. In addition, it considers three learning processes common to children and adults: (1) learning to do things; (2) acquiring knowledge; and (3) learning to go along with people or in groups. The author concludes that, of the different learning processes which he discusses, social learning is by far the least clear perceptually, and the most mysterious conceptually. (TL)

ED 051 535 CG 006 469
Boardman, William K.
Comparison of Drug Attitudes of College Freshmen: Metropolitan Area Vs. University Community Setting.
Georgia Univ., Athens.; Southwestern Psychological Association, Austin, Tex.
Pub Date 29 Apr 71
Note—10p.; Paper presented at the Southwestern Psychological Association Convention in San Antonio, Texas, April 29-May 1, 1971
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, *Drug Abuse, Lysergic Acid Diethylamide, Marihuana, Narcotics, Questionnaires, *Social Attitudes, *Student Attitudes, *Student Behavior

A "Social Attitude Questionnaire" was used to obtain anonymous replies from 481 University of Houston (U.H.) and 470 University of Georgia (U. Ga.) freshmen concerning drug use and related attitudes. Among the most significant results were: (1) more U.H. freshmen endorsed negative statements about their parents than did U. Ga. students; (2) the reported rate of drug use was low (20%) for both groups when "user" referred to a person taking drugs more than once a month; (3) more U. Ga. freshmen use stimulants, and fewer use LSD than U.H. freshmen; and (4) student attitudes toward their drug-using contemporaries is positive and permissive, though this does not reflect a personal commitment to participate in the actual use of drugs. (Author/TL)

ED 051 536 CG 006 470

Upcraft, M. Lee

Policy Development in Sex and Drug Education.; Professional Standards for Human Relations Trainers.

American Personnel and Guidance Association, Washington, D.C.; Pennsylvania State Univ., University Park.

Pub Date Apr 71

Note—11p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Drug Abuse, Educational Policy, *Evaluation, Health Education, Policy, *Policy Formation, Professional Personnel, *Professional Training, Sensitivity Training, Sex Education, *Standards, *Student Personnel Services, Student Personnel Workers

In the first of these papers, the author discusses how and why he and his colleagues established a set of professional standards for trainers or group leaders in the human relations program for undergraduates at Pennsylvania State, as well as a procedure for enforcing trainer qualifications and performance. The need for standards is viewed in terms of both public and professional concerns for the psychological safety of participating students. The following are elaborated: (1) minimal entry level criteria; (2) additional full trainer status criteria; (3) criteria for measuring a trainer's interpersonal skills; and (4) criteria for maintaining full trainer status. The second paper considers the haphazard and inconsistent way in which drug and sex education policies are formulated and implemented. Essential elements of effective policy development are summarized: (1) goals of the institution; (2) the channeling of resources; (3) the framework for decision making; (4) a guide to action; and (5) collection of data. Such a policy would, in the author's opinion, facilitate the institutional commitment to drug and sex education. (TL)

ED 051 537 24 CG 006 473

Allen, Vernon L. Newtson, Darren

The Development of Conformity and Independence. Report from the Project on Role Theory Analysis of Peer-Teaching Techniques.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-164

Bureau No—BR-5-0216

Pub Date Apr 71

Contract—OEC-5-10-154

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, Age, *Age Differences, Behavior, *Behavior Development, Children, *Conformity, Group Dynamics, Group Norms, *Identification (Psychological), Individual Development, *Peer Groups, Social Psychology

Age trends in conformity and independence, using a sample of 366 children from the 1st, 4th, 7th, and 10th grades were investigated. Three types of stimuli were used: (1) visual judgments; (2) opinion statements; and (3) delay of gratification preferences. Age-trends were observed for unanimous peer pressure, adult influence, and peer pressure with social support from a partner. Unanimous peer pressure yielded decreasing conformity across age, being more pronounced for males than for females. Adult influence declined over age for both sexes. Social support from a partner who gave correct or modal answers reduced conformity to a constant low level across all ages. The report concludes that mechanisms of group influence are highly similar across age, and that age trends may reflect variations in situational factors associated with age differences. Hence, the variable of age may be of limited value, in itself, in studying peer influence. (Author/TL)

ED 051 538 24 CG 006 481

Kumar, Krishna Farley, Frank H.

Influence of Temporal Parameters and Intensity of Post-Learning Arousal Change on Long-Term Retention. Report from the Project on Motivation and Individual Differences in Learning and Retention.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-160

Bureau No—BR-5-0216

Pub Date Apr 71

Contract—OEC-5-10-154

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attention, Behavior Patterns, *Cues, Learning, *Memory, Paired Associate Learning, *Recall (Psychological), *Retention, Retention Studies, *Stimulus Behavior

This study examines the effects on long-term retention of variations in intensity and temporal parameters of arousal following a single learning trial in a paired-associate task. Intensity of arousal was manipulated by using two levels of noise, 75 db. and 90 db., and a condition without noise. Noise was delivered to the 56 female university student subjects at 0-3 minutes, 3-6 minutes, and 6-9 minutes following a learning trial. The main effect of level of arousal was not significant. However, the results do tend to indicate that a moderate level of arousal induced between 6-9 minutes is conducive to the consolidation process, resulting in superior long-term recall. The results are discussed in terms of a multi-stage analysis of memory consolidation and directions for further research are outlined. (Author/TL)

ED 051 539 24 CG 006 487

Severson, Herbert H. Farley, Frank H.

The Identification of Individual Differences in the Strength of the Nervous System. Report from the Project on Motivation and Individual Differences in Learning and Retention.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-162

Bureau No—BR-5-0216

Pub Date Apr 71

Contract—OEC-5-10-154

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Arousal Patterns, Auditory Discrimination, *Aural Stimuli, *Sensory Experience, Stimuli, *Stimulus Behavior, *Stress Variables, Visual Discrimination, *Visual Stimuli

This study investigates the hypotheses set forth by Russian researchers that there may be identified a pervasive characteristic of the central nervous system labeled as "strength". Ten of the 12 measures used were direct replications of representative strength measures derived from the Russian work. Two additional measures were included to test the possible relationship between strength and "arousal". Thirty-three graduate students were measured for Absolute Visual Threshold, Auditory Threshold, 2-Flash Threshold and Reaction Time, with the remaining variables derived by systematically varying experimental conditions. A factor analysis provided no clear-cut support for a dimension of strength although a number of less pervasive factors were obtained. The discussion centers around methodological issues and an apparent dimension of arousal. (Author/TL)

ED 051 540 CG 400 030

Proceedings ERIC/CAPS at KPGA. Focus on Youth: Implications for Guidance and Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date May 71

Contract—OEC-3-6-002487-1579-(010)

Note—33p.; Paper presented at the Kentucky Personnel and Guidance Association Convention in Lexington, Kentucky, October 28-30, 1970

Available from—ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104. ($1.00 per copy)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Change Agents, *Counseling, *Counselor Role, Guidance, Information Systems, *Role Perception, Sexuality, *Youth

The ERIC system is described and emphasis is placed on how school and college counselors can use the system to help them counsel more effectively. ERIC resources are used to develop several views of the youth culture and the implications for counselors from each view are discussed. Counselors working with the young must develop a new style that involves a change in cultural awareness and a redefining of the counselor's tasks. Counselors must selectively support some of the new norms and help youth interpret these to their elders. (MP)

ED 051 541 CG 400 033

Proceedings ERIC/CAPS at WACES: A Futuristic Look at Guidance and Counselor Education.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date May 71

Contract—OEC-3-6-002487-1579-(010)

Note—25p.; Papers presented at the Western Association for Counselor Education and Supervision in San Diego, California, November 22-25, 1970

Available from—ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104 ($1.00 per copy)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counselor Role, *Counselor Training, Guidance, Information Sources, *Innovation, Prediction

Conclusions reached in the WACES study on the adoption of innovations are presented. In general for counselor educators there was a negative correlation between being an innovative adopter and having many administrative responsibilities. The relationship between adoption of innovations and department size and climate is also examined. Twenty-five generalizations about the future are presented along with the implications these changes in the structure of society will have for counselor education. Counselors' roles and techniques for the future are suggested and discussed. (MP)

EA

ED 051 542 EA 003 389

Upsurge and Upheaval in School Law.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 69

Note—216p.; Papers presented at National Organization on Legal Problems of Education annual convention (15th, Cleveland, Ohio, November 18-20, 1969)

Available from—National Organization on Legal Problems of Education, 825 Western, Topeka, Kansas 66606 ($7.50)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Activism, Administration, *Civil Rights, Collective Negotiation, Court Cases, Dual Enrollment, Freedom of Speech, *Information Systems, *Legal Aid, Principals, Private Schools, *Racial Integration, *School Law, Supreme Court Litigation, Teachers, Tenure, Urban Education

Identifiers—Due Process

This report compiles papers and panel discussions, on various aspects of school law, that were presented at the 15th annual NOLPE convention. Major presentations include: Terrence E. Hatch, "The Principal's Role in Collective Negotiations"; Philip K. Piele, "Document-Based Information Systems Responsive to Legal Problems in Education";

Sam Duker, "The Legality of Shared Time"; Haskell C. Freedman, "The Legal Rights of Untenured Teachers"; H. C. Hudgins, Jr., "The Warren Court and the Public Schools"; William T. McKnight, "Racial Integration"; Paul W. Briggs, "A Look at City Administration"; William Van Alstyne, "Constitutional Protection of Protest"; and two presentations by Gregory B. Taylor and Thomas A. Shannon on "The Impact of Legal Aid Programs for the Poor on the Operation of Public School Districts in the United States." Also included is a chronology of civil rights and the schools, north and south, black and white. (JF)

ED 051 543 EA 003 431

Culbertson, Jack A.

Evaluation of Middle-Administrative Personnel: A Component of the Accountability Process.

Pub Date 22 Feb 71

Note—11p.; Paper presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, *Administrator Evaluation, *Educational Accountability, Elementary Schools, *Evaluation Criteria, *Evaluation Methods, *Principals, Secondary Schools, Speeches

Evaluation systems inevitably reflect the values and aspirations of school districts. These values in turn may reflect either an orientation toward effective handling of the status quo or simply a posture of effective efforts to improve the status quo. Evaluation systems for elementary and secondary principals should be designed with the explicit objectives of stimulating leadership and encouraging improvement efforts. (Author)

ED 051 544 EA 003 451

Michalak, Daniel A.

Testing Interdisciplinary Models of Dialogue Settings for Improving the Effectiveness of Supervisor's Verbal Behaviors in a Supervisory Conference.

Pub Date Feb 71

Note—55p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conferences, *Models, *Student Teaching, Supervision, Supervisors, *Supervisory Activities, Supervisory Methods, Tutoring, *Verbal Communication

This document reports on a study that (1) investigated and tested interdisciplinary models of dialogue settings akin to the supervisory conference in student teaching, and (2) gathered information about the verbal behavior of university supervisors and supervising teachers during a student teaching conference. Data gathered from 10 pairs of university supervisors and supervising teachers provided information concerning (1) the goals of dialogue groups in the various disciplines, (2) the differences and similarities between the educational model (tutoring) and the related disciplines of this study, (3) the models of the related disciplines to which the educational model is most similar, (4) the kinds of verbal behaviors used most often by the supervising teacher and the university supervisor, and (5) the significant differences in the verbal behaviors of the two supervisory groups indicative of a cleavage in the supervisory function. An extensive bibliography is included. (Author/LLR)

ED 051 545 EA 003 492

School Consolidation Survey: Iredell County: Mooresville, Statesville, North Carolina.

Engelhardt and Engelhardt, Inc. Purdy Station, New York.

Pub Date Jun 70

Note—319p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Administrative Organization, *Consolidated Schools, *Construction Needs, Educational Facilities, Educational Finance, Educational Needs, *Enrollment Projections, Facility Requirements, *Feasibility Studies, Growth Patterns, *Personnel Needs, Population Growth, School Support, Vocational Education

Identifiers—Iredell County North Carolina

This document explores the feasibility of consolidating three North Carolina school districts into a single administrative unit. Factors analyzed include future population and enrollment growth, existing buildings and school building needs, program offerings, staff qualifications, administrative organization, and financial considerations of consolidation. An addendum surveys countywide vocational education programs. (Maps on pages 37, 38, 41, 76, 87, 273, and 274 may reproduce poorly.) (LLR)

ED 051 546 EA 003 495

Administrative Survey: East Orange Public Schools, East Orange, New Jersey.

Engelhardt, Engelhardt and Leggett, Inc., Purdy Station, N.Y.

Pub Date Oct 70

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, *Administrative Personnel, *Administrative Problems, *Boards of Education, Community Attitudes, *Organizational Change, Special Services, Surveys

Identifiers—East Orange New Jersey

This report studies the effectiveness of the central administrative organization in the East Orange school system. The study was conducted through reviews of rules, regulations, written board policy, and job descriptions, as well as through interviews with school district personnel to determine where central services might be made more effective and how individual schools could benefit from the services of the various central office personnel. After the interviews were completed, problem areas were isolated, and the present central office organization was analyzed. Recommendations called for creating a better central organization designed to improve the efficiency and quality of the educational program and to offer effective supportive services to teaching staffs. This proposed reorganization is discussed together with the rationale for restructuring several positions. (JF)

ED 051 547 EA 003 500

Jung, Steven M. And Others

Study of the Use of Incentives in Education and the Feasibility of Field Experiments in School Systems. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—AIR-2027-1-71-FR

Pub Date 29 Jan 71

Contract—OEC-0-70-5035

Note—152p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bibliographies, Data Analysis, *Educational Accountability, Educational Experiments, *Feasibility Studies, Feedback, *Incentive Systems, Input Output Analysis, Learning Theories, Literature Reviews, *Motivation, Multiple Regression Analysis, Performance Contracts, *Reinforcement, Social Reinforcement

This document reports the results of a 6-month investigation into the possibility of instituting operational incentive systems in schools. An experiment is suggested that would examine the effects of a wide range of monetary and nonmonetary rewards on students, teachers, administrators, and parents based on demonstrated gains in student performance objectives in reading and mathematics. Considerable attention is focused on the collection of process and output information and the suggested use of existing school records, self-report instruments, indepth interviews, behavioral observations, and functional-level paper and pencil tests. The basic structure of a multiyear experimental program encompassing several sites is presented, with suggestions for potential local, State, and Federal funding. Appendixes include documentation of the EZ Sort files, documentation of several current projects that make use of incentives to students, and letters of interest from school districts that were contacted as part of the feasibility study. (Author)

ED 051 548 EA 003 511

Miller, James G. Rath, Gustave J.

Priority Determination and Resource Allocation by Planning-Programming-Budgeting and Cost-Effectiveness Analysis in Educational Systems.

Pub Date Mar 69

Note—60p.; Paper is based on two previous papers: Miller, J. G., The Nature of Living Systems, Nov 68, and The Living Systems Involved in the Educational Process, Feb 69

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Budgeting, *Cost Effectiveness, Data Bases, Decision Making, *Educational Economics, Educational Objectives, *Information Systems, *Operations Research, Planning, Program Budgeting, Programing, *Resource Allocations, Simulation, Systems Analysis

A planning/programing/budgeting system and a cost-effectiveness analysis are complementary rather than opposing methods of operations research. The relative value of each process is dependent on the function each is to fulfill. The planning/programing/budgeting system is useful in determining educational objectives, developing programs to meet those objectives, and budgeting to satisfy the requirements of the programs. Cost-effectiveness analysis is useful for comparing alternative programs in terms of output per unit cost. Effective educational management demands an extensive, up-to-date information system for maximum utilization of any type of operations research. (RA)

ED 051 549 EA 003 513

Open Plan. An Annotated Bibliography. Current Bibliography No. 2.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Oct 70

Note—22p.

Available from—Library Reference & Information Services, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, (Canada) ($1.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Building Design, *Educational Facilities, Flexible Facilities, *Open Plan Schools, School Design, *School Environment, *Teaching Conditions

This annotated bibliography of literature on the open plan school confines itself to material that relates educational programs to open design buildings. The first section, "Teaching in an Open Plan School," offers 46 items that include discussions of the program, its administration, and the teacher's role. In the second section, "Facilities," 37 items emphasize building design and equipment as they relate to the educational function. Within each section, book, report, and film availability information is grouped separately from that of journal articles. (Author/MLF)

ED 051 550 EA 003 526

Spiess, John A.

Community Power and Influence Studies: Two Positions.

Toledo Univ., Ohio. Coll. of Education.

Pub Date May 70

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Boards of Education, *Community Influence, *Decision Making, Educational Policy, Political Influences, Political Science, *Power Structure, Pyramid Organization, *Research Methodology, School District Autonomy, *Social Structure, Sociology

Identifiers—Community Analysis, Pluralistic Method, Reputational Method

Reputational and pluralistic methods of community analysis differ; their findings, conclusions, and philosophies are frequently at variance. Reputationalists find an economically dominated power elite. They picture a community's power and influence structure as pyramidal -- the power elite forming a monolithic power pyramid. Thus, according to reputationalists, only a select few run the affairs of the community. The pluralists, on the other hand, assume that influence is specialized and that people act primarily in areas of major interest. Consequently, for pluralists, no single group dominates the community, and those people who are influential in one sector of public activity tend to be noninfluential in another. However, both schools of thought agree on one fundamental point: very few citizens actually participate in the community's decisionmaking processes. (Author)

ED 051 551 88 EA 003 532

Lewis, S. G.

An Information System for a District School Administrator. Operation PEP/Executive Information Systems.

Mitre Corp., Bedford, Mass.; Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—M68-13
Pub Date Jun 70
Note—74p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Budgeting, Computers, Data Bases, Data Processing, Decision Making, *Educational Administration, Educational Planning, *Information Processing, Information Services, *Information Systems, Management, *Management Systems, *Planning, School Districts
Identifiers—ESEA Title III, Operation PEP
This report begins with an educational administrator's view of an information system (i.e., data processing applications) and his strategy for system improvement. The document then moves to a broadly defined view of a district's information system in terms of information system dimensions and the problems normally addressed by a system improvement program. Finally, an illustration of a structured reporting system offers a more meaningful view of what the information system can do to improve the administration of the district. Funds for this research were provided by an ESEA Title III grant. (Author/RA)

ED 051 552 88 EA 003 534
Summers, J. K. Sullivan, J. E.
The State of the Art in Information Handling. Operation PEP/Executive Information Systems.
Mitre Corp., Bedford, Mass.; Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—M68-10
Pub Date Jun 70
Note—99p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Oriented Programs, *Computers, Computer Science, *Computer Storage Devices, Data Bases, *Data Processing, Data Processing Occupations, Information Dissemination, Information Networks, *Information Processing, Information Retrieval, Information Services, Information Storage, Information Systems, *Management Systems, Time Sharing
Identifiers—ESEA Title III, Operation PEP
This document explains recent developments in computer science and information systems of interest to the educational manager. A brief history of computers is included, together with an examination of modern computers' capabilities. Various features of card, tape, and disk information storage systems are presented. The importance of time-sharing computer systems for educational data management is outlined. Funds for this research were provided by an ESEA Title III grant. (RA)

ED 051 553 24 EA 003 546
Cole, Henry P.
One Laboratory's Attempts at Transforming Educational Practice.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-1440
Pub Date 13 Mar 70
Contract—OEC-1-7-061440-3062
Note—31p.; Paper presented at Association for Education of Teachers in Science and the National Science Teachers Association Annual Meeting (Cincinnati, Ohio, March 13, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, *Educational Change, Educational Development, Educational Practice, Educational Research, *Information Dissemination, *Regional Laboratories, *Research and Development Centers, *Science Education, Speeches
This paper examines the role of regional educational laboratories in educational research, development, and dissemination. Program activities of the Eastern Regional Institute are examined against the institute's proposed objectives. Related documents include EA 003 544, EA 003 545, EA 003 549, and EA 003 550. (Author/LLR)

ED 051 554 24 EA 003 548
Summary of Consultant Reactions to the CERLI Evaluator Development Program With Staff Recommendations for Future Program Development.
Cooperative Educational Research Lab., Inc., Indianapolis, Ind.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—WP-10-addendum; WP-12
Bureau No—BR-6-1391
Pub Date 15 Aug 67
Contract—OEC-3-7-061391-3061
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consultants, *Program Development, *Program Evaluation, *Program Improvement, *Task Analysis
This document reports on the activities of educational consultants involved in the appraisal of the Evaluator Development Program. Included are (1) consultant suggestions for program improvement, (2) a tabulation of consultant responses to task items on the consultant form, (3) a list of consultants, and (4) materials used during the evaluation process. (LLR)

ED 051 555 24 EA 003 549
Mahan, James And Others
Teachers and External Curriculum Consultants: Can They Function Effectively Together?
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-1440
Pub Date Mar 71
Contract—OEC-1-7-061440-3062
Note—22p.; Paper presented at ASCD Annual Meeting (26th, St. Louis, Missouri, March, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consultants, *Curriculum Development, Curriculum Research, *Elementary School Curriculum, *Elementary School Teachers, *School Statistics, Speeches, Statistical Data
Identifiers—Inquiry Approach
This paper reports on a 2-year field investigation of the frequency and content of interactions between curriculum consultants and elementary school teachers involved in implementing an inquiry-oriented curriculum. The report includes data generated by 45 consultants and 600 teachers in 53 diverse schools. The types of questions teachers ask consultants and the amount of time consultants actually devote to over 20 consulting activities form a basis for a discussion of ways to make both internal and external curriculum consultant services more effective. Related documents include EA 003 544, EA 003 545, EA 003 546, and EA 003 550. (Author/LLR)

ED 051 556 24 EA 003 550
Harty, Harold
"Perceptions of Consultant Utilization." Statistical Report. First Draft.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-1440
Pub Date Jul 70
Contract—OEC-1-7-061440-3062
Note—283p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Administrator Attitudes, *Consultants, *Consultation Programs, *Opinions, Principals, School Statistics, Statistical Surveys, *Teacher Attitudes, Technical Reports
This technical report documents teachers', principals', and consultants' perceptions of the importance of identified consultant behaviors when installing the process-promoting program, Science--A Process Approach. Teachers' viewpoints are reported within the framework of grade level taught, age, years of experience, and degree status. Principals' perceptions are categorized by States and the school types administered. Consultants' viewpoints are analyzed according to the number of teachers with whom a consultant worked, consultant degree status, academic rank, and teaching specialty. Related documents include EA 003 544, EA 003 545, EA 003 546, and EA 003 549. (Computer printout on pages 238-253 may reproduce poorly.) (Author/LLR)

ED 051 557 24 EA 003 551
Ritz, William And Others
ERIE's Model for Selection and Augmentation of Process Curricula.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-1440
Pub Date Nov 70
Contract—OEC-1-7-061440-3062
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, *Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Curriculum Planning, Evaluation, Instructional Materials, Learning Processes, *Models, Selection, *Systems Analysis
This paper briefly explains the model used by the Eastern Regional Institute for Education in the selection and augmentation of process-promoting curricula. A schematic representation of the model provides a general view of the procedures involved and their sequence within the model. The model is then analyzed by examining each particular stage and the steps necessary for the successful completion of that stage. (Author)

ED 051 558 EA 003 552
Swanson, Austin D. And Others
An Investigation of the Determinants and the Consequences of Variation in Teachers Salaries in New York State.
State Univ. of New York, Buffalo. Western New York School Development Council.
Spons Agency—New York State Education Dept., Albany. Bureau of Educational Finance Research.
Pub Date Oct 70
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Resources, Community Study, Multiple Regression Analysis, *Salary Differentials, Socioeconomic Status, *State Surveys, Teacher Experience, Teachers, *Teacher Salaries, *Teacher Supply and Demand, Teaching Quality
Identifiers—*New York State
Wages in the private sector are generally determined by labor supply and demand. In education, wages are frequently conditioned by political processes leading to severe irrationality in the salary policies of the institution. Hypotheses were tested that saw a school district's salary level as a function of the community's socioeconomic, cultural, and educational statuses; the levels of teacher experience; teacher training; and other teacher quality characteristics. Surveys showed that teacher salaries were unrelated to a community's cultural and educational levels and to the level of teacher training. Salaries varied directly with teacher experience and with community socioeconomic status except in very low status communities. Teaching quality was related to teacher salaries, but the direction of the relationship varied with the measure of quality. From an economic perspective, teacher salaries in New York State are determined irrationally and without information as to the influence of teacher quality on the learning process. (RA)

ED 051 559 EA 003 553
Year-Round School. Is It Feasible?
Northville Public Schools, Michigan.

Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date [70]
Note—184p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, Educational Finance, Employer Attitudes, *Feasibility Studies, Flexible Facilities, Flexible Schedules, Parent Attitudes, Public Relations, *Quarter System, School Calendars, *School Surveys, Student Attitudes, *Year Round Schools
Identifiers—Michigan
This study was conducted to examine the feasibility of adopting the year-round school program. The presentation includes a review of the literature, a discussion of suggested school calendars and the appropriate transfer procedures, an examination of the effects of the plan on curriculum and facilities, a summary of financial components, a description of the public relations program, and explanations of the community and professional surveys made. The appendix provides copies of news releases, questionnaires, and public relations materials. (MLF)

ED 051 560 88 EA 003 555
Goals for Public Education in Texas. A Report by the Subcommittee on Goals to the Governor's Committee on Public School Education.
Operation PEP, Burlingame, Calif.; San Mateo County Superintendent of Schools, Redwood City, Calif.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Dec 68
Note—37p.
Available from—Mrs. Elaine Barnes, Director of Education, San Mateo County Office of Education, 590 Hamilton St., Redwood City, California 94063 ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational History, *Educational Objectives, *Management Systems, Objectives, *Public Education, Self Actualization, State Legislation, State Programs, State Standards, *Statewide Planning
Identifiers—ESEA Title III, Operation PEP, *Texas
This report identifies the universal and continuing purposes that have been generally accepted as the goals of public education in the nation. The document contains reviews of historical educational developments, landmark studies, and recent reports on the educational goals of other States, in an effort to develop longrange objectives for Texas public education. Funds for this research were provided by an ESEA Title III grant. (Author/RA)

ED 051 561 EA 003 557
A Computer Based Planning and Management Information System: A Pilot Implementation at the York Borough Board of Education.
Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.; Systems Research Group, Toronto (Ontario).; York Borough Board of Education, Toronto (Ontario).
Pub Date Nov 70
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Oriented Programs, Educational Administration, *Educational Objectives, *Educational Planning, *Management Information Systems, Models, Objectives, Program Design, Resource Allocations, Simulation, Systems Analysis
Identifiers—*Connect Class
This project has four major objectives: (1) the design and implementation of a computer-based planning and budgeting system oriented toward educational programs, (2) the design of a management information system focusing on educational programs, (3) a general design for a system to evaluate educational programs, and (4) the integration of the above elements into a comprehensive management system. The resulting simulation model enables administrators and teachers to assess the alternative educational programs and policies by displaying their consequences in terms of resources expended. (RA)

ED 051 562 EA 003 558
Miller, Van
The Customers Will Get You If You Don't Watch Out: A Hard Look at Some Implications of the Voucher Proposal.
Pub Date Feb 71
Note—16p.; Paper presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Boards of Education, Budgeting, Comprehensive Programs, *Educational Change, Educational Finance, *Educationally Disadvantaged, *Education Vouchers, Heterogeneous Grouping, Public Schools, *Speeches
Identifiers—Educational Voucher Authority, EVA
In this address some of the possible consequences of voucher plan adoption are considered. Areas of concern are (1) the degree of change from the present system, (2) the lack of incentive for new entrepreneurs to provide alternatives, (3) the effects on the concepts of the comprehensive school and heterogeneity, and (4) the changed roles of the public school district and the community citizen-client. The Educational Voucher Authority (EVA) is viewed as the agency to provide the answers to most of the objections. (MLF)

ED 051 563 EA 003 560
Carman, Robert A.
Linear Programming With Applications to Educational Planning.
Pub Date 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, *Educational Planning, Evaluation, Instructional Programs, *Linear Programing, Mathematical Applications, *Mathematical Models, *Resource Allocations, Salaries, *Systems Analysis
This document discusses the value of linear programing in finding minimum and maximum solutions to problems of resource allocation. Three models using this technique are given for the areas of educational finance, school district personnel compensation, and instructional program evaluation. (RA)

ED 051 564 EA 003 563
Olson, Leroy C.
The Status and Future of the Administrative Internship in the United States.
Pub Date Feb 70
Note—127p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Personnel, *College Supervisors, *Internship Programs, *Practicum Supervision, *School Statistics, Teacher Education, Universities
This document reports on a study to determine (1) the status of the administrative internship in 1967-68 University Council for Educational Administration (UCEA) universities, (2) university supervisors' perceptions of the future of the administrative internship, and (3) the role of the internship in future preparation programs for school administrators. A major recommendation is that all universities with preparation programs for school administrators offer internship programs for small numbers of students. Numerous tables illustrate study findings. (LLR)

ED 051 565 EA 003 564
Hanson, Mark
Educational Reform in Colombia and Venezuela: An Organizational Analysis: Occasional Papers in Education and Development Number 4.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Pub Date Aug 70
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, Decentralization, Decision Making, Educational Administration, *Educational Change, Educational Development, Government Role, *Latin American Culture, *Organization, *Power Structure, Public Policy, Student Enrollment, Teacher Employment
Identifiers—Colombia, Venezuela
This paper examines (1) attempts at educational reform in Venezuela and Colombia by means of decentralization, and (2) the impact of decentralization on two contrasting educational systems. In Venezuela, the national school system was highly centralized with even routine decisions being made in Caracas, which resulted in a rigid, unresponsive relationship between local men and government officials. In Colombia, State and local units were relatively autonomous, and government funds were divided among these units so that control over allocations of educational money and enforcement of standard teacher qualification requirements were in the hands of the local units. In both countries, decentralization programs were designed that set up a series of regional offices to strike a better balance between local and national authorities. (RA)

ED 051 566 EA 003 565
Hanson, Mark
A Social System Analysis of Educational Subsystems in Venezuela.
Pub Date Dec 69
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Educational Planning, Enrollment Projections, *Facility Utilization Research, *Input Output Analysis, *Latin American Culture, Negative Reinforcement, *Organization, School District Autonomy, Social Systems, *Systems Analysis, Systems Approach
Identifiers—Venezuela
This study examines the relationship between organizational structure and elements of three social system processes: (1) input and output boundary exchanges, (2) system production, and (3) use of facilities. The specific system processes are enrollment planning and student placement, curriculum continuity, and use of physical and social facilities. The organizational structure in question is the design used for educational subsystems at the local level in Venezuela. A related document is EA 003 564. (Author)

ED 051 567 EA 003 566
Kirst, Michael W. Grossman, David L.
Politics of Elementary and Secondary Education. Research Workshop Report. Working Document.
National Academy of Education, Stanford, Calif.; National Academy of Sciences - National Research Council, Washington, D.C.
Pub Date Jan 71
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, Educational Finance, *Educational Policy, Educational Research, Elementary Education, *Governance, Political Influences, *Political Power, *Political Socialization, *Public Policy, Secondary Education
Identifiers—Politics of Education
This report, the result of a 5-day conference on the politics of education, reviews the four research focus areas covered during the conference: (1) new goals and objectives for educational institutions, (2) the political education of youth, (3) analysis of the governance of educational institutions, and (4) the study of input/output/feedback relationships in educational policymaking. All conference papers proferred specific suggestions for urgently needed research in the politics of education. (JF)

ED 051 568 EA 003 570
The Governor's Commission on Education. Preliminary Report.
Governor's Commission on Education, Madison, Wis.
Pub Date Mar 70
Note—200p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Involvement, *Educational Administration, Educational Equality, *Educational Finance, *Educational Planning, Equal Education, Experimental Programs, Higher Education, Private Schools, *Regional Planning, Research Methodology, *Special Education, State Boards of Education, Student Participation, Teacher Education, Technical Education, Vocational Education
Identifiers—Universal School, Wisconsin
This document reports the commission's indepth study of the State's financial and

administrative relationships with education at all levels. The report consolidates the viewpoints and recommendations of 600 Wisconsin citizens. Their perspectives and proposals recommend an educational system to provide necessary educational opportunities and programs from early childhood through adult life, and to assure Wisconsin citizens the highest possible value from their investment in education. The commission made a comprehensive evaluation of the State educational system and recommended appropriate actions to promote utilization of technology, improve educational results, and increase efficiency. The report is organized into five major sections: (1) underlying assumptions, (2) designing the educational system, (3) financing education, (4) special education, and (5) education management. A related document is EA 003 571. (Author/MLF)

ED 051 569 EA 003 571
Wood, Clifford, Ed. And Others
The Open School. Supplement to the Final Report of the Governor's Commission on Education (Kellett Commission).
Governor's Commission on Education, Madison, Wis.
Pub Date Jan 71
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Admission (School), Adult Education, Continuous Learning, Educational Finance, *Educational Innovation, *Educational Planning, Equal Education, Instructional Materials Centers, Open Plan Schools, Program Development, *Regional Planning, Social Influences, *State Boards of Education, Student Needs
Identifiers—Humanistic Foundations, Open Education System, *Open School, Wisconsin
This supplement is intended to present the idea behind and the characteristics of the Open School in greater detail than in the preliminary report. The Open School was conceived to meet several important needs in Wisconsin education: (1) to enable more people of all ages to enroll in formal and informal programs of education on a continuing basis; (2) to guide and accelerate the use of mediated instruction, and to provide a Statewide laboratory for testing and evaluating educational media and technology; and (3) to realize the economies and efficiencies possible through coordinated planning, program development, and Statewide media utilization and access systems. The Open School is characterized by open admissions; open communications (no walls, uses communications media only); open ideas/curricula; open access (homes, jobs, communities); open participation, accreditation, and cooperation; and open staff sharing (between regular and open schools, libraries, public and private schools, business, and industry). A related document is EA 003 570. (Author)

ED 051 570 80 EA 003 572
Vernon, Sarah A.
The Task Force for Student Involvement.
Improving State Leadership in Education, Denver, Colo.; North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 70
Note—19p.
Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copies free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *High School Students, Race Relations, State Departments of Education, *Student Participation, Student Teacher Relationship
Identifiers—ESEA Title V, *North Carolina
A committee of high school students was formed to promote the positive involvement of students in the educational system of North Carolina. Sponsored and supported by the State Department of Public Instruction, the committee draws its members from all areas of the State. The focus is not only on providing a forum for students' opinions and criticisms of the educational system but also on involving them directly and constructively in the total educational process. Students can offer important insights into many problems confronting high schools today and, working with faculty members and administrators, students can design effective, practical solutions. (Author)

ED 051 571 24 EA 003 573
Marien, Michael D.
Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts, and Proposals.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-7-0996
Pub Date 71
Contract—OEC-1-7-070996-4253
Note—247p.
Available from—EPRC Publications, 1206 Harrison Street, Syracuse, New York 13210 ($5.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adult Education, *Annotated Bibliographies, Decision Making, Educational Change, Educational Planning, *Educational Policy, Elementary Education, Higher Education, Indexes (Locaters), *Learning, Literary Criticism, *Prediction, Secondary Education
Identifiers—*Educational Futures
This bibliography of materials relevant to educational policymaking is confined to trends, forecasts, and proposals -- i.e., documents on changes that are taking place, on future states of affairs, and on recommended changes. The material is organized into seven sections: (1) general, (2) elementary and secondary, (3) higher education, (4) other educating institutions, (5) planning and plans, (6) miscellaneous, and (7) addenda. More than 80 percent of the 936 items cited are books or book-length documents. Four indexes are supplied: major author, organization, selected subject, and bibliographic. A related document is ED 047 406. (Author/MLF)

ED 051 572 24 EA 003 574
Larkin, Ralph W.
Decision Making in the Schools.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—CSE-R-66
Bureau No—BR-6-1646
Pub Date Mar 71
Contract—OEC-4-6-061646-1909
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, Administrator Responsibility, Change Agents, Data Analysis, *Decision Making, Decision Making Skills, Educational Change, Educational Environment, Educational Finance, Elementary Schools, *Environmental Influences, *Evaluation Methods, *Feedback, *Program Evaluation
This report was written to assist in grounding and directing the use of the Elementary School Evaluation KIT within the context of real life educational decisionmaking. The KIT is an attempt to provide a cybernetic feedback system for schools to interact with aspects of their environments. The report notes that users must have some goals in mind before the KIT is used and be willing to provide resources, personnel, and facilities to administer, evaluate, and implement the KIT and the implications derived from the findings. Superintendents and school boards should indicate their willingness to cooperate with the evaluations and give assurance that funds and expertise will be available to implement forthcoming recommendations. (JF)

ED 051 573 EA 003 576
Shear, George E.
Encapsulated Campus: Better Buildings for Fewer Bucks.
Pub Date 27 Mar 71
Note—17p.; Speech given at College and University annual conference and exposition. (3rd, Atlantic City, New Jersey, March 26-28, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Building Design, *Building Innovation, *Campus Planning, *College Buildings, *Educational Change, Educational Facilities, Educational Finance, *Educational Technology, Electromechanical Technology, Enrollment Projections, Flexible Facilities, School Architecture, Speeches
Identifiers—Encapsulated Campus
Too often building facilities use yesterday's materials and methods to solve yeaterday's educational problems. The solution is to use newly available technologies to build facilities that will respond to changing patterns in education and reduce the frustrating amounts of time and money lavished on each project. The most important consideration today in planning educational spaces is that their structure, form, and content should provide the greatest latitude for future evolution and change -- an environment rather than a building -- a structural/mechanical enclosure that has an educational landscape within. The true designers of such an educational environment will be those who are to teach and learn within it. (Author)

ED 051 574 EA 003 577
Maready, William F.
The Courts as Educational Policy Makers.
Pub Date Apr 71
Note—20p.; Speech presented at National School Boards Association Annual Convention (31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, Administrative Personnel, Boards of Education, *Court Role, *Discipline Policy, Educational Policy, *Federal Court Litigation, Freedom of Speech, *School Law, Speeches, *Student Rights
This report discusses the expanding role of Federal judges as educational policymakers. The report discusses court decisions related to interpretations by the Federal Courts of the U.S. Constitution. The report notes that court decisions have covered the following topics: dress codes, flying of the flag, freedom of speech, unwed mothers, underground newspapers, hair length, location of school buildings, and school bus transportation. The author notes increasing restraint on the part of the courts in influencing educational policy. (JF)

ED 051 575 EA 003 578
Willis, Benjamin C.
Suburban-Urban Educational Resources.
Pub Date 5 Apr 71
Note—7p.; Speech given at National School Boards Association Annual Convention (31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adoption (Ideas), *Educational Finance, *Educational Resources, *Human Resources, *School Community Cooperation, Speeches, Suburban Schools, Urban Schools
This speech discusses ways of using school resources more efficiently, premised on the understanding that putting more money into a system does not necessarily make that system better. The author suggests the creation of a search-and-plan group of selected educational, community, and student personnel that would share ideas with other districts, study priority lists, identify the needs to bemet, and indicate ways of meeting them. The paper also suggests that a school-community workshop be organized wherein teachers would study their community to analyze a particular local resource within the framework of its contribution to educational relevance. (JF)

ED 051 576 EA 003 579
Turner, Loyd L.
Your Superintendent -- Recharge or Discharge?
Pub Date Apr 71
Note—15p.; Speech given at National School Boards Association Annual Convention (31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Qualifications, *Boards of Education, *Evaluation Needs, Speeches, *Superintendent Role, *Superintendents
This speech discusses criteria for hiring, evaluating, and rehiring or discharging superintendents by school boards. The presentation stresses that most board evaluation methods are weak and suggests a superintendent evaluation checklist such as the one used by the Fort Worth Board of Education as a workable remedy. (JF)

ED 051 577 EA 003 580
Summers, James B.
"Pupil Transportation —What School Boards Should Know."
Pub Date 6 Apr 71
Note—27p.; Speech given at National School Boards Association Annual Convention. (31st, Philadelphia, Pennsylvania, April 3-6, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accident Prevention, *Board of Education Policy, *Boards of Education, Expenditure Per Student, *Purchasing, Responsibility, *School Buses, Specifications, Speeches, *Student Transportation
This talk covers the seven major concepts or general parameters of pupil transportation within which a school board must function: (1) definition of school bus transportation, (2) responsibilities of a school board, (3) type of school board, (4) purchasing school buses, (5) contracting school buses, (6) operations, and (7) national standards. (Author)

ED 051 578 24 EA 003 581
Fain, James C.
Curriculum Revision Based on Behavioral Objectives for Twelve-Month, Four-Quarter Schools. Final Report.
Atlanta Public Schools, Ga.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0420
Pub Date Mar 71
Grant—OEG-0-8-080420-4317(010)
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *Curriculum Development, Curriculum Guides, Educational Environment, High Schools, Inservice Teacher Education, *Quarter System, School Surveys, *Student Centered Curriculum, Teaching Guides, *Year Round Schools
Identifiers—Atlanta Public Schools
This report concerns the development of a new, learner-oriented high school curriculum, designed toward behavioral objectives, that would be feasible for 12-month, 4-quarter schools. Task forces, aided by systemwide and school-area inservice workshops, recommended the development of 506 courses in 12 subject areas and completed curriculum guides for 357 of these courses. Background information on the 12-month school; the organization, membership, and recommendations of the task forces; a bibliography; and a summary of findings from questionnaires administered to pupils, parents, teachers, and others for their reactions to the 12-month school are included. (Author/MLF)

ED 051 579 EA 003 582
Simpkins, Edward
Problems, Issues and Techniques in the Resolution of School Disputes. A Report on the Collective Negotiations Institute, 1969.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Pub Date 69
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, Arbitration, Case Studies, *Collective Negotiation, *Community Involvement, *School Community Relationship, Teacher Administrator Relationship, *Teacher Militancy
Identifiers—Mediation, *School Community Disputes
This report discusses the types, development, and dynamics of school disputes, and indicates when intervention can bring them to satisfactory resolutions. The format is essentially a casebook of various kinds of disputes and dispute-causing issues. Two kinds of school disputes are emphasized: school-community and internal organizational. The final section contains recommendations for dispute settlement, noting that negotiations can prevent disputes from becoming malevolent and/or resolve disputes after they have entered a malevolent cycle. The report also recommends the establishment of centers for the study and resolution of school disputes to assist school districts in resolving both internal disputes and those that result from external forces. (JF)

ED 051 580 EA 003 583
Springer, E. Laurence
Independent School Administration.
Pub Date 67
Note—158p.
Available from—Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 ($4.95)
Document Not Available from EDRS.
Descriptors—*Administration, Alumni, *Boards of Education, Budgeting, Data Processing, Financial Policy, Governance, Health Services, Management, *Principals, *Private Financial Support, *Private Schools, Public Relations, Purchasing, Scholarship Funds, School Maintenance, Teacher Salaries
This book deals with the management of privately supported schools and offers guidelines on how these schools might be operated more effectively and economically. The discussions and conclusions are based on observations and data from case studies of independent school operations. The subjects discussed include the role and organization of governing boards, their relationships to the administrative head of the school, the administrative structure and arrangements for internal management, financial planning and controls over expenditures, and sound business practices. Also discussed are (1) the role of the faculty, (2) the problem of adequate compensation for the teaching staff, (3) the relationships with the alumni and the public, and (4) the problems of fund raising. Appendixes include sample maintenance forms and an excerpt of professional standards covering relationships between school heads and boards of trustees. (Author/JF)

ED 051 581 EA 003 584
Lyon, David W. Epps, Richard W.
The Financial Future of City and School Government in Philadelphia. The Fed in Print. Business Review.
Federal Reserve Bank of Philadelphia, Pa.
Pub Date Mar 71
Note—76p.
Available from—Public Service, Federal Reserve Bank of Philadelphia, Philadelphia, Pennsylvania 19101
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Budgets, *City Government, Educational Administration, *Educational Finance, Expenditures, Federal Aid, Financial Policy, Financial Problems, Financial Support, Fiscal Capacity, *School Administration, *School Taxes, State Aid
Identifiers—Expenditure Projections, Inflation, Philadelphia
This review discusses the fiscal difficulties of the City and School District of Philadelphia and describes the projection of expenditures and receipts and the mounting deficits implied by these projections. Three different projections are made to point out alternative fiscal outlooks: a high projection that corresponds to strong economic conditions and aggressive spending; a medium projection that assumes some strengthening in the economy and slower paced public spending; and a low projection that corresponds to weak recovery and little attempt to increase the amount of services provided by government in Philadelphia. The article summarizes the projections, and emphasizes the medium projection. An appendix includes a more detailed description of all projections. (Author/JF)

ED 051 582 88 EA 003 588
Sokol, Alvin P.
University City Senior High: A School Serving a Community in Transition. A Study in School-Community Relations. Research Report.
University City School District, Mo.
Report No—DPSC-68-5200
Pub Date 71
Note—19p.; Inquiry Into Innovations Series
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Development, Educational Finance, *Educational History, Educational Innovation, Neighborhood Schools, *Population Trends, School Budget Elections, *School Community Relationship, School Organization, *Senior High Schools
Identifiers—ESEA Title III
For this study, surveys were conducted of the community's development, population movements, educational trends, and political-social events. Through examination of school-community relationships, theoretical relationships were explored, and information was provided concerning the manner in which the schools have attempted to serve the educational needs of a changing community. Study results indicate that the pattern of events in school and community appears to reflect the pattern occurring throughout the nation. High schools and communities are in a state of transition, but the active, decisionmaking role of the schools in curriculum, instruction, and organization indicates the school's ability to provide more broadly based, individualized programs that include additional options for students. Funds for this research were provided by an ESEA Title III grant. (Author)

ED 051 583 EA 003 590
Sumner, G. C.
Project R-3 Allocation of Students Among Groups.
Report No—P-4584
Pub Date Feb 71
Note—10p.; Paper presented at Association of California Administrators in Compensatory Education Meeting. (Oakland, California, March 8, 1971)
Available from—The Reports Department, The Rand Corporation, 1700 Main, Santa Monica, California 95001. (#P-4584, $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Educational Experiments, Grade 7, *Heterogeneous Grouping, Rating Scales, Reading Ability, *Research Methodology
Identifiers—Mathematical Ability
This report describes an objective method for allocating San Jose students to groups so that each group would include the same representation of students according to two quantitative measures of scholastic achievement. The conditions provided that each group be internally heterogeneous, but that intergroup differences be small, so that each would represent a separate replication of the same experiment. The allocation was to mirror uniformly the central tendency and variability of the overall student population. This method could apply to a more flexible set of initial conditions: it could accommodate another variable, be equally useful for ensuring representation across socioeconomic or cultural variables, and obtain proportionality with the racial-ethnic mix of the student population considered. (Author)

ED 051 584 EA 003 591
Bruno, James E.
Minimizing the Spread in Per-Pupil Expenditures in School Finance Programs.
Report No—P-4047
Pub Date Mar 69
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Educational Finance, Equalization Aid, *Expenditure Per Student, Expenditures, *Mathematical Models, *Resource Allocations, *State Aid
This paper summarizes a recent study of a mathematical approach to the allocation of State resources to local school districts. The purpose of this approach is to (1) assure the maximum utilization of resources available, (2) distribute State funds in accordance with the criteria of effectiveness imposed on the system, and (3) satisfy the budgetary and political constraints imposed on the system. The advantages of this approach are described and needs for further models are discussed. (JF)

ED 051 585 EA 003 598
Kiesling, Herbert J.
The Relationship of School Inputs to Public School Performance in New York State.
Report No—P-4211
Pub Date Oct 69
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Educational Research, Expenditure Per Student, Grade 4, Grade 6, *Input Output Analysis, *Models, *Multiple Regression Analysis, Statistics, Teacher Salaries
This report analyzes the results of research into the relationships between such inputs as expenditure per pupil and school district size and the average achievement of pupils in basic

subjects. The analysis focuses on production function relationships of education. The results of the analysis illustrate the problems involved in constructing meaningful production functions from data that are essentially cross-sectional. The data are discussed, a model of the educational process is proposed, and the problems concerning its implementation with available data are explored. Empirical findings relate the most important inputs to the average achievement level of 6th grade pupils who were present in the 4th grade, as well as to the average performance gain over the 2-year period. (Author/JF)

ED 051 586 EA 003 607

Barr, Richard H. Foster, Betty J.

Statistics of Public Elementary and Secondary Day Schools, Fall 1967. Pupils, Teachers, Instruction Rooms, and Expenditures.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—OE-20007-67

Pub Date 68

Note—38p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. FS 5.220:20007-67, $.40)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classrooms, *Educational Finance, *Elementary Schools, Expenditure Per Student, Expenditures, High School Graduates, *National Surveys, *Public Schools, School Districts, School Statistics, *Secondary Schools, Student Enrollment, Student Teacher Ratio, Teacher Certificates, Teachers, Teacher Salaries

This 14th annual national survey of public elementary and secondary school statistics presents data as of fall 1967 for each State, the District of Columbia, 13 of the nation's 15 largest cities, and several outlying areas including American Samoa, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands. Summaries of trends are presented with the compendium of tables that constitute the main body of the report. The survey covers basic data on the number of local school districts, pupils, high school graduates, teachers, and instruction rooms in public elementary and secondary day schools. The survey itemizes estimated school expenditures by major purpose, average salaries of instructional staff and classroom teachers, and average daily attendance. Data were furnished by State education agencies on two report forms, samples of which are appended. A related document is ED 039 643. (JF)

ED 051 587 EA 003 612

The School Public Relations Administrator, 1970-71.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Report No—ERS-Circ-3

Pub Date 71

Note—62p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, Administrator Qualifications, Administrator Role, *Board of Education Policy, Educational Research, Guidelines, Newsletters, Press Opinion, Public Opinion, *Public Relations, *School Community Relationship, *School Surveys, *Statistical Analysis

Identifiers—Public Relations Directors

This document reports the results of a 1971 survey of the status of public relations programs in over 200 school systems, updating the information from a similar survey conducted in 1967. The report tabulates and analyzes data reported on 208 questionnaires and, wherever possible, compares the data with those of the 1967 survey. Part A of the report covers information on school systems employing fulltime public relations directors, and Part B discusses schools with other administrative arrangements. Sample job descriptions for fulltime public relations directors and examples of public relations policies adopted by participating school systems are provided. (JF)

ED 051 588 EA 003 613

Financial Status of the Public Schools, 1971.

National Education Association, Washington, D.C.

Pub Date 71

Note—43p.

Available from—Committee on Educational Finance, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 511-20834, $1.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bond Issues, Costs, Educational Economics, *Educational Finance, Employment Trends, Enrollment, Expenditure Per Student, *Expenditures, Federal Aid, *School Statistics, State Aid, Tax Rates, *Teacher Employment, Teacher Salaries, Teacher Supply and Demand

This report discusses the current status of school finance and singles out trends affecting the efforts of professional teachers' organizations to secure adequate funds for education. The document also contains employment and salary data on school and university teachers and information on Federal, State, and local expenditures and revenue efforts. A related document is ED 046 089. (JF)

ED 051 589 24 EA 003 654

Klausmeier, Herbert J. And Others

The Development and Evaluation of the Multiunit Elementary School, 1966-1970. Report From the Project on Variables and Processes in Cognitive Learning.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No—C-03; TR-158

Bureau No—BR-5-0216

Pub Date Mar 71

Contract—OEC-5-10-154

Note—23p.

Available from—Wisconsin Research and Development Center for Cognitive Learning, University of Wsiconsin, 1404 Regent Street, Madison, Wisconsin 53706 (free)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Academic Achievement, Cooperative Planning, Decision Making, Educational Innovation, Educational Specifications, *Elementary Schools, Evaluation, *Individualized Instruction, Instructional Improvement, *Instructional Systems, *Multiunit Schools, *Organization, Specialization, Teacher Morale

Identifiers—Facilitative Environments

A system of individually guided education (IGE), composed of seven motivation components designed to produce environments where individually guided educational practices can be introduced, has been developed to bring about major modifications in current elementary school educational practices. The organizational-administrative component -- the multiunit elementary school (MUS-E) -- is one of the more recently inaugurated components. The MUS-E emerged after 1965 from a synthesis of theory and practice regarding instructional programing for the individual student, horizontal and vertical organization for instruction, role differentiation, shared decisionmaking, and open communication. This report describes (1) the larger IGE system and where MUS-E fits into it, (2) the MUS-E and its developments and evaluations, (3) the development-evaluation procedures, and (4) the results of the MUS-E development and evaluation procedures. Related documents are EA 003 476 and EA 003 577. (Author/MLF)

EC

ED 051 590 EC 032 427

Gifted and Creativity Programs: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Creativity, Creativity Research, *Exceptional Child Education, *Gifted, Program Descriptions

One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 81 references on the gifted and creativity selected from Exceptional Child Education Abstracts. References include research reports, conference papers, journal articles, texts, and program guides, and are provided with bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED 051 591 EC 032 428

Administration: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administration, Administrative Organization, Administrator Role, *Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Program Development

The bibliography contains 37 references selected from Exceptional Child Education Abstracts relating to administrative concerns of special education. One in a series of over 50 similar selected listings concerning the education of gifted or handicapped children, the bibliography cites research reports, conference papers, journal articles, texts, and program guides on such administrative topics as professional standards, evaluation methodology, program supervision, laws and regulations, program development, and teacher training. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are also provided. (RD)

ED 051 592 EC 032 429

Curriculum Guides: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Aurally Handicapped, *Bibliographies, *Curriculum Guides, *Exceptional Child Education, Gifted, Learning Disabilities, Mentally Handicapped, Vocational Education

The bibliography contains references to curriculum guides selected from Exceptional Child Education Abstracts. One in a series of over 50 similar selected listings, the bibliography cites curriculum guides primarily applicable to the education of the mentally handicapped, aurally handicapped, learning disabled, or gifted. Each entry contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED 051 593 EC 032 430

Physical Education and Recreation: Exceptional Child Bibliography Series.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 71

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Handicapped Children, *Physical Education, *Recreation

One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 73 references on physical education and recreation selected from Exceptional Child Education Abstracts. References include research reports, conference papers, journal articles, texts, and program guides, and are provided with bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED 051 594 EC 032 431
Reading Methods and Problems: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Dyslexia, *Exceptional Child Education, Learning Disabilities, Reading Diagnosis, *Reading Difficulty, *Remedial Reading, Teaching Methods
The bibliography contains 57 references selected from Exceptional Child Education Abstracts relating to reading methods and problems applicable to handicapped children. One in a series of over 50 similar selected listings concerning the education of the gifted or handicapped, the bibliography cites research reports, conference papers, journal articles, texts, and program guides on such topics as diagnosis and remediation, dyslexia, skill development, perceptual handicaps, and instructional materials. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are also included. (RD)

ED 051 595 EC 032 432
Multiply Handicapped: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Deaf Blind, *Exceptional Child Education, *Multiply Handicapped, Rubella
The bibliography contains 52 references selected from Exceptional Child Education Abstracts concerning various types of multiply handicapped children. One in a series of over 50 similar selected listings relating to the education of handicapped or gifted children, the bibliography cites research reports, conference papers, journal articles, texts, and program guides, and provides bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are included. (RD)

ED 051 596 EC 032 433
Learning Disabilities - Programs: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, Dyslexia, *Exceptional Child Education, *Learning Disabilities, Minimally Brain Injured, Perceptually Handicapped, Program Descriptions, Reading Difficulty, Slow Learners
One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 96 references selected from Exceptional Child Education Abstracts concerning programing for children with learning disabilities. References include conference papers, journal articles, texts for parents and teachers, and program guides, and provide bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED 051 597 EC 032 434
Learning Disabilities - Research: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, *Learning Disabilities, Research Projects, Research Reviews (Publications)
The bibliography contains 57 references selected from Exceptional Child Education Abstracts on research studies relating to learning disabilities. One in a series of over 50 similar selected listings concerning the education of the gifted or handicapped, the bibliography cites research reports concerning testing, program evaluation, learning characteristics and processes, teaching methods, behavior modification, and other topics relevant to the learning disabled child. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are included. (RD)

ED 051 598 EC 032 435
Emotionally Disturbed - Programs: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Autism, *Bibliographies, *Emotionally Disturbed, *Exceptional Child Education
The bibliography contains 80 references selected from Exceptional Child Education Abstracts concerning education and home programing for emotionally disturbed children. One in a series of over 50 similar selected listings relating to various types of handicaps and giftedness, the bibliography cites texts for parents and teachers on topics such as occupational therapy, autism, behavior modification, programed instruction, curriculum development, identification and diagnosis, hyperactivity, and other aspects relevant to emotional disorders. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry, and author and subject indexes are included. (RD)

ED 051 599 EC 032 436
Emotionally Disturbed - Research: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Emotionally Disturbed, *Exceptional Child Education, Research Projects, Research Reviews (Publications)
One in a series of over 50 similar selected listings relating to the education of gifted or handicapped children, the bibliography contains 66 references selected from Exceptional Child Education Abstracts on research studies of emotionally disturbed children. References include research reports on behavior problems and modification, identification and diagnosis, program evaluation, schizophrenia, and other aspects of emotional disorders. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are included for each entry, and author and subject indexes are provided. (RD)

ED 051 600 EC 032 437
Visually Handicapped - Programs: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, *Visually Handicapped, Visually Handicapped Mobility, Visually Handicapped Orientation
The bibliography contains 53 references selected from Exceptional Child Education Abstracts concerning educational and home programing for visually handicapped children. One in a series of over 50 similar selected listings relating to the education of the handicapped or gifted, the bibliography cites texts for parents and teachers on topics such as mobility and orientation, programed instruction, legal considerations, physical education, career planning, recreation, and other topics relevant to the blind. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry, and author and subject indexes are included. (RD)

ED 051 601 EC 032 438
Visually Handicapped - Research: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Research Projects, Research Reviews (Publications), *Visually Handicapped
One in a series of over 50 similar selected listings relating to the education of gifted or handicapped children, the bibliography contains 81 references selected from Exceptional Child Education Abstracts on research studies of visually handicapped children. References include research reports on screening and identification, listening abilities, visual impairment. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are included for each entry, and author and subject indexes are provided. (RD)

ED 051 602 24 EC 032 508
Jordan, John E.
Attitude Behaviors Toward Mentally Retarded Persons: A Cross Cultural Analysis.
Michigan State Univ., East Lansing. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No—BR-7-E-126
Pub Date 70
Grant—OEG-0-8-000126-0197
Note—299p.
Available from—John E. Jordan, College of Education, Michigan State University, East Lansing, Michigan
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Attitudes, Behavior Rating Scales, *Foreign Countries, *Mentally Handicapped, *National Surveys, Parent Attitudes, *Public Opinion, Research Projects, Social Attitudes, Teacher Attitudes
Used in a cross-cultural study was the Attitude Behavior Scale-Mental Retardation (ABS-MR), designed to examine aspects of attitude-behaviors that are invariant, culturally determined, object determined, or situation determined, and multivariate relationships between these components. Data on structure, content, and determinants of attitudes of over 3,000 persons in seven countries were gathered. Concentrated upon were four groups: special education rehabilitation workers, regular teachers, parents of the retarded, and parents of the non-retarded. The instrument consisted of a facet theory derived six level attitude scale and questionnaire. Data are analyzed in terms of the relationship of attitude to the following predictor variables: values, knowledge of retardation, amount of contact with retarded, religiosity, age and education, openness to change, group membership, and multidimensionality. Data showed that attitudes at the action-behavior levels have an affective-value-contactual basis rather than a cognitive-knowledge one. Data also proved that the ABS-MR attitude-levels do exhibit a simplex structure, that selected variables are effective predictors of attitude-behaviors, that the ABS-MR can differentiate between groups having different degrees of favorableness of attitude, and that it is cross-culturally equivalent and comparable. (KW)

ED 051 603 EC 032 509
Reynolds, Maynard C. And Others
A Study of Public School Children with Severe Mental Retardation.
Minnesota State Dept. of Education, St. Paul.
Pub Date Oct 53
Note—101p.

EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Day Schools, *Educational Methods, *Exceptional Child Research, Followup Studies, Literature Reviews, Mentally Handicapped, Parent Attitudes, *Public Schools, Special Classes, *Trainable Mentally Handicapped
Identifiers—Minnesota

The report summarizes research and reported experience on day school care for severely mentally retarded children falling in the trainable range (IQ 25-50). Characteristics and numbers of such children, and literature reporting some methods and experiences in educating trainable mentally retarded (TMR) children are reviewed. Four public school TMR classes currently in operation in St. Paul and Minneapolis are described. Also summarized are available followup studies on TMR children documenting their adult status, including one detailed followup study done on children who attended St. Paul classes. Two chapters deal with studies conducted in Minnesota on the attitudes, hopes, and experiences of parents of TMR children. The subjects in one study consisted of parents of retarded children enrolled in the Minneapolis-St. Paul classes, while the other study surveyed only parents whose children were not in public school classes. A final discussion on the problems of day school care concludes that public day school programs for TMR children can be established and maintained, but also points out that evidence is inconclusive as to whether such classes represent the best or most valuable type of program. Summarized are divergent professional points of view and the reasons for them. (KW)

ED 051 604 EC 032 510
Griffith, Marlin S.
A Sampling of Progress Achieved by Trainable Mentally Retarded Persons Enrolled in Community Centered Programs in the State of Colorado.
Colorado Univ., Boulder.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Aug 70
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Programs, Day Schools, *Exceptional Child Research, Mentally Handicapped, *Program Effectiveness, *Skill Development, *Trainable Mentally Handicapped
Identifiers—Colorado

The study evaluated progress made by trainable mentally retarded (TMR) persons in community centered programs, which allow them to remain with their families and in the community rather than being institutionalized. Evaluated were two experimental groups numbering 12 and 22 persons (mean ages 10 years 7 months and 10 years 2 months) who had been enrolled in two different community centered programs for 1-6 years (mean of 3 years), and a control group of 20 subjects (mean age 9 years 9 months) waiting to be enrolled. The TMR Performance Profile, a descriptive behavioral measure, was used to assess subjects' abilities in five major areas of daily activities: social behavior, self-care, communication, basic knowledge, and body usage. Both experimental groups scored significantly higher than the control group in all areas except self-care, in which only one experimental group scored significantly higher. It is concluded that systematic training programs as exemplified by the community centered concept significantly improve the skills and functioning of the TMR and that the development of such community centered programs is justified. (KW)

ED 051 605 EC 032 576
Kirk, Samuel A. Kirk, Winifred D.
Psycholinguistic Learning Disabilities: Diagnosis and Remediation.
Pub Date Jul 71
Note—198p.
Available from—University of Illinois Press, Urbana, Illinois 61801 ($7.95 HC, $2.45 PB)
Document Not Available from EDRS.
Descriptors—*Diagnostic Tests, *Educational Diagnosis, *Exceptional Child Education, *Learning Disabilities, *Psycholinguistics, Remedial Instruction, Test Interpretation
Identifiers—Illinois Test of Psycholinguistic Abilities

The book is intended to assist persons using the Illinois Test of Psycholinguistic Abilities (ITPA) to interpret test results and organize remedial programs for students with psycholinguistic learning disabilities. The concept of learning disabilities is discussed and the development and meaning of the 12 ITPA subtests are explained. Selected research studies using the ITPA are reviewed and findings cited which will be of use to psychologists and diagnostic-remedial teachers in diagnosing and interpreting subtest scores and patterns of disability, particularly in reference to different ethnic or handicapped populations. The diagnostic process in general and how ITPA scores are analysed are detailed. Sample patterns of disabilities and procedures by which they are developed are described. Suggestions for further analysis and diagnosis are made, including suggestions of other tests and presentation of teacher observations pertaining to the 12 ITPA subtests. It is noted that complete diagnosis must include observations of behavior as well as test results. General guidelines for remediation are offered, including general principles and outlines for developing remedial procedures. (KW)

ED 051 606 EC 032 577
Covey, Barbara L.
Teaching Gifted Students English Usage in Grades Seven Through Nine.
California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Ability, Communication (Thought Transfer), *Curriculum Design, Discovery Learning, *English, *Exceptional Child Education, *Gifted, Inductive Methods, *Junior High School Students, Laboratories, Teaching Methods
Identifiers—California

Intended to assist English teachers of junior high gifted students whose mental ability is in the top 2% of all students, the publication explores certain aspects of the California English curriculum and identifies possible directions in English instruction, in which approaches are based upon curricular developments emphasizing the process of inquiry. Both techniques and content in the study of English usage are examined. Increasing the relevance of course content is seen to be possible through thematic or generic structuring of content based on significant works of literature and by concern with communication in all its forms and via all media. Discovery methods similar to those used in newer physical science courses are recommended, as are communications or media laboratories, for promoting an inductive study of language in all its forms of communication and for relating course content to the needs of gifted students in this age and to the development of high-level skills. (KW)

ED 051 607 EC 032 578
Bruch, Catherine B.
Social Sciences: Curriculum Guide for Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Creative Development, *Curriculum Guides, *Exceptional Child Education, *Gifted, *Intermediate Grades, *Social Sciences
Identifiers—California

The curriculum guide is intended as an introduction to the study of man and his individuality, creativity, and uniqueness. Portions of such a study are suggested for use with gifted children in grades 4-6. Major objectives relate to the development by gifted students of their own creativity, productivity, and realization of personal potential. Behavioral objectives in the areas of learning skills, cognitive processes, and affective processes are enumerated, and guiding questions and activities for the study of creative man are suggested. Biographical sketches of creative men and women are presented to serve as bases for lessons. Tapescripts of some classroom discussions following use of lessons in the Men and Women of Ideas series are given. The thought processes involved, as reflected by the students' comments, are analyzed. Films about creative persons are listed, as are films which may be useful to teachers for inservice training. (KW)

ED 051 608 EC 032 579
Bruch, Catherine B.
Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Dept. of Education, Sacramento. Div. of Special Education.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 71
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Creative Thinking, *Educational Objectives, *Exceptional Child Education, *Gifted, *Intermediate Grades, *Social Sciences
Identifiers—California

Addressed to those who teach social sciences to gifted students in grades 4-6, the booklet elaborates upon suggestions made in the proposed framework on the social sciences for California public schools. Concepts, generalizations and themes of the social sciences are examined as they relate to principles of teaching social science to gifted children. Emphasis is upon productive thinking, creative thinking, problem solving, and a blending of cognitive-affective skills. The concern is expressed that, rather than merely learning simple inquiry training, gifted students experience productive thinking through behaving like social scientists and that they conceive of themselves as problem-solving thinkers. Social science skills are examined (conceptual models, behavioral skills, evaluative and creative skills). Higher intellectual skills are considered in a chapter discussing several theoretical frameworks for examining thinking abilities. Creative persons and the creative process are briefly discussed in relation to teacher strategies. Thoughts on the contribution of the social sciences to the development of the gifted child's potential conclude the booklet. (Author/KW)

ED 051 609 EC 032 580
Education of the Physically Handicapped.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 71
Note—165p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administrative Organization, Counseling, Curriculum, *Educational Programs, *Exceptional Child Education, Home Instruction, Neurologically Handicapped, *Physically Handicapped, *Program Descriptions
Identifiers—New York

Described are the philosophy, organization, and curriculum of programs functioning under the Bureau for the Education of the Physically Handicapped (BEPH), which administers educational programs for approximately 10,000 physically handicapped children in New York City. Following are explanation of the general principles guiding the development of programs, an overview of programs offered by BEPH is given and admission and transfer procedures clarified. Examined in greater detail are the health conservation classes, focusing upon classes for the severely orthopedically handicapped and brain-injured. Such aspects as screening, physical plant, curriculum and activities, materials, and services are summarized. Also detailed is the home instruction program. Following a general discussion of topics basic to curriculum planning for the physically handicapped, curriculum adaptations for specific subject areas are presented. Objectives, services, and roles of parent, teacher, and school in the guidance program are reviewed. Final chapters define some common physical disabilities, examine trends in

regular and special education, and outline innovations especially relevant to education of the physically handicapped in New York City. (KW)

ED 051 610 EC 032 610
Questions and Answers: Report of Institute on the Administration of Special Education (Jackson, Mississippi, July 20-21, 1970).
Mississippi State Dept. of Education, Jackson.
Pub Date Jul 70
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Administrative Policy, Conference Reports, *Exceptional Child Education, *Handicapped Children, State Programs, *State Standards
Identifiers—Mississippi
The booklet is intended to provide for the administrator and special education supervisor a reference to many of the basic questions concerning the administration of special education in Mississippi. The questions and answers, which constitute the body of the document, were compiled from questions asked of the staff of the State Special Education Office and of each other by administrators attending the Institute on the Administration of Special Education, July 20-21, 1970 in Jackson, Mississippi. Questions deal with the areas of general administration, policy, funding, screening, class size and age, goals, teacher recruitment and training, traineeships, medicaid, and parent education. Also covered are speech correction, vocational education and rehabilitation, and special education preschool programs. Appended is information on state legislation pertaining to special education and on the organization of classes for exceptional children. (KW)

ED 051 611 EC 032 611
Gia, Gilbert P.
Halfway Houses for the Mildly Retarded.
Pub Date Jun 71
Note—120p.; Submitted by the author as partial fulfillment of the requirements for his Master's degree
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educable Mentally Handicapped, Masters Theses, Mentally Handicapped, *National Surveys, Program Descriptions, *Rehabilitation Centers, Research
Identifiers—California
Investigated were number and location of community residences or halfway houses (of fewer than 61 persons) for the mildly retarded and their programing practices. Form letters and questionnaires uncovered 68 programs meeting internal delimitations of the study. Programs were categorized for analysis purposes into California Programs, New Programs (in operation for 12 months or less), and Old Programs. Analysis of data showed the majority of non-California programs in Texas and Florida. Clients in Old Programs had short lengths of stay (mean of 22 months), used public facilities and contributed to own maintenance in 60% of the cases, and went independently to jobs in over half of the cases. New Programs resembled Old Programs except that over 60% of the New were integrated by sex. Although 51 halfway houses were found outside California, not one for the mildly retarded was found in California. The sample of existing California Programs (Family Homes and Resident Facilities) were characterized by fewer residents, longer stays, lower estimated IQ, little community involvement, and lower level of self-maintenance. Patients were not normalized to the extent of residents in other programs. (KW)

ED 051 612 EC 032 612
Report of the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young School Children (Washington, D.C., January 11-12, 1971).
Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Problems, Conference Reports, Drug Abuse, *Drug Therapy, *Exceptional Child Services, *Hyperactivity
The advisory report for professionals and public concerns the use of stimulant medications in treating elementary school-age children with behavioral disturbances. The discussion of the nature of children's behavioral disorders focuses upon hyperactivity, often termed minimal brain dysfunction or hyperkinetic behavioral disturbance, which is often treated with stimulant drugs. Incidence, causes, course, and diagnosis of hyperkinetic disorders are summarized, and drug treatment and its degree of success reviewed. Concerns voiced by the public and the media about hazards and abuses when stimulant medications are used for children are discussed and some misconceptions clarified. It is concluded that stimulant drugs are a valid method of treatment in hyperkinetic behavioral disorders, but not the only effective form of treatment. Expanded programs of continuing education and research are recommended. (KW)

ED 051 613 EC 032 613
McMurray, J. G.
The Exceptional Student of Secondary School Age: A Bibliography for Psychology and Education 1960-1970.
Pub Date 71
Note—149p.
Available from—J. G. McMurray, Ph.D., Althouse College of Education, University of Western Ontario, London, Canada ($4.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adolescents, *Bibliographies, *Exceptional Child Education, *Gifted, *Handicapped Children, Periodicals, *Secondary School Students
The bibliography, containing references to literature from English language published periodicals circulated between 1960 and 1970, lists periodical materials pertaining to secondary school-age exceptional students. Works in medicine, sociology, and law are included, although the emphasis is upon education and psychology. The bibliography is intended primarily for students and professionals in these two disciplines, especially teachers of Special Education and Guidance. Materials are divided into six major sections: General, Intellectual (gifted, creative, retarded, over- and underachievement), Sensory (aurally and visually handicapped), Physical (crippled, hospitalized and homebound, special health problems), Behavioral-Social (delinquency, culturally different, dropouts, emotionally disturbed), and Learning Problems (reading, language, speech, neurological, and perceptual problems). Multiple entries occur when appropriate. (KW)

ED 051 614 EC 032 614
Griffing, Barry L., Comp.
Special Education in California 1969-70.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 70
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, *Exceptional Child Education, *Handicapped Children, State Aid, *State Programs
Identifiers—California
Intended to provide an orientation to special education under the jurisdiction of the California State Department of Education, the publication presents a summary of the status of special education in California and an overview of provisions made to serve children with physical, mental, and emotional exceptionalities. The history of special education in California is briefly summarized and the functions of the Division of Special Education are reviewed. Described are the system of five state special schools and the three following bureaus through which the Division works to carry out its programs: Bureau for Mentally Exceptional Children, Bureau for Physically Exceptional Children, and Bureau for Educational Improvement for Handicapped Children. General administrative and statistical information on special education programs is reported, as are the state financial support of special education in 1969-1970 and certain specialized activities and projects. (KW)

ED 051 615 EC 032 615
Hatlen, Philip
Proceedings of a Special Study Institute: Conference for Teachers of Deaf-Blind Children (Berkeley, California, June 22-24, 1970).
Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 71
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, Conference Reports, *Deaf Blind, Educational Diagnosis, *Exceptional Child Education, *Multiply Handicapped
The proceedings from the special study institute for teachers of deaf-blind children contain seven conference papers. Topics covered include early child growth and development, aspects of the diagnosis and evaluation of deaf-blind children, normal language development, and stimulating the hearing, vision, and motor development of deaf-blind children. In addition, comments concerning implications for future planning and summarizing the Institute discussions are included, as are lists of both Institute speakers and participants. The Conference for Teachers of Deaf-Blind Children was sponsored by the Southwestern Region Deaf-Blind Center and held at Berkeley, California, June 22-24, 1970. (KW)

ED 051 616 EC 032 616
Outland, Richard W. Gore, Beatrice E.
Home and Hospital Instruction in California.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 69
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Policy, Educational Programs, *Exceptional Child Education, *Homebound, *Home Instruction, *Hospitalized Children, *Physically Handicapped, State Programs, Teacher Role
Identifiers—California
Written in question and answer format, the bulletin contains answers to the most frequently asked questions regarding the California Program for Homebound and Hospitalized Children. Considered individually are the administration, the objectives and procedures of the instructional program, and the personnel roles and procedures involved in both home instruction and hospital instruction for children who are homebound or hospitalized for long periods due either to physical handicaps or prolonged illness. Attention is also given to the teleclass program, in which special telephone equipment enables homebound students to hear teachers and fellow classmates, participate in class discussions, and receive instructions as if in the classroom. Questions concerning eligibility, equipment, cost, teacher role, and legal provisions for teleclasses are answered. (KW)

ED 051 617 EC 032 617
Misbach, Dorothy L. Sweeney, Joan
Education of the Visually Handicapped in California Public Schools.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 70
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, Curriculum, *Educational Programs, *Exceptional Child Education, Public Schools, *State Programs, *Visually Handicapped
Identifiers—California
Intended as a guide and reference for administrators and teachers responsible for the operation of special educational programs for the visually handicapped in California public schools, the document first traces the historical and philosophical development of publicly financed education for visually handicapped children in California. Definitions, methods of identification, and incidence figures are given. Described are the types of programs offered for the visually handicapped: special and regular day classes, remedial and individual instruction, mobility instruction, payment of tuition, and residential schools. Factors to be considered in establishing and operating a program, such as legal authority and provisions, evaluation and placement procedures, counseling, and orientation program, are discussed. Guidelines for the various levels of school district personnel involved in operating a program are given. Examined are the implications of the limitations of visually handicapped students for instructional planning and curriculum. The final chapter identifies some additional state services for the visually handicapped. (KW)

ED 051 618 EC 032 618
Special Language Programming for Exceptional Children with Language Disorders.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 71
Note—147p.; Proceedings of a Special Study Institute (San Diego, California, November, 1969)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Disadvantaged Youth, *Exceptional Child Education, *Language Development, *Language Handicapped, *Language Programs, Mentally Handicapped, Nonstandard Dialects, Preschool Children, Speech Therapists
Identifiers—California
Papers of the special study institute on Special Language Programming for Exceptional Children with Language Disorders focus on the following objectives: delineation of the development and functions of language as related to special language problems, clarification of the role of the speech and language specialist, and establishment of guidelines by presenting authoritative information on how speech and language specialists can be more effective. Following the keynote address by Michael Marge on the role of speech and hearing specialists in the management of language disorders, nine papers deal with three major topic areas. In the first of these areas, language development programs for preschool children, normal and deviant language acquisition and clinical goals for preschool language programs are discussed. Three papers concentrate upon language programs for children with language problems related to mental retardation, the second major subject area. Language training for children using dialectal forms of language, the third section, contains articles treating the role of the speech professional in dealing with problems of Negro dialect speakers, false assumptions about the nonstandard Negro dialect, training speech therapists for treatment of minority children, and implications for California school programs. (KW)

ED 051 619 EC 032 619
Braginsky, Dorothea D. Braginsky, Benjamin M.
Hansels and Gretels: Studies of Children in Institutions for the Mentally Retarded.
Pub Date 71
Note—212p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($6.95)
Document Not Available from EDRS.
Descriptors—Attitudes, *Educable Mentally Handicapped, *Exceptional Child Research, Family Characteristics, *Institutionalized (Persons), Interpersonal Competence, Mentally Handicapped, *Psychological Characteristics, Self Concept, Theories
Data from research with mildly mentally retarded children conducted in state training schools contradicts prevalent conceptions and theories of mental retardation and supports a new way of conceptualizing retardation, in which retardates are not seen as qualitatively different from others nor as defective or less than human organisms. Investigated were retardates' effectiveness in interpersonal manipulation, adaptation to their environment, family background and reasons for institutionalization, and attitudes toward retardation as compared to those of the staff. Results show the retardates to be adept, rational, sensitive, resourceful, and intelligent human beings, able to carry out subtle manipulative strategies, control and exploit their somewhat hostile environment, and maintain their belief that they were not particularly stupid or different even in the face of the staff's opposite views. Children were often institutionalized for reasons of rejection or family disintegration. It is concluded that mental retardation is a sociopolitical rather than psychological construct, stigmatizing victims of social events who are not psychologically different from other persons. Theoretical and treatment implications emphasize need to establish cooperative retreats free from the myth of mental deficiency. (KW)

ED 051 620 EC 032 684
Grall, Terrand Bernard
Designing for the Non-Ambulatory.
Wisconsin Univ., Madison.
Pub Date 71
Note—319p.; Author's Masters thesis submitted to the University of Wisconsin
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Design Needs, Masters Theses, *Mobility Aids, *Physically Handicapped
Presented is a manner of organizing and grouping performance information to support the design and development of physical movement aids for non-ambulatory persons which enable them to ambulate or at least change their position in a semiambulatory fashion. Hierarchical levels of psychobiologic deficiency and corresponding condition variables are given for the various physically handicapping conditions which result in non-ambulation. Information on performance characteristics is intended to be used in design research for determining abilities and needs of specific non-ambulatory groups at all levels of non-ambulation and for determining the characteristics which the proposed dynamic artificial aids must possess. A case study using the data provided is included to illustrate that a psychobiologic approach to design is possible and to indicate the type of reasoning which needs to be followed in developing design solutions. (KW)

ED 051 621 40 EC 032 687
Ringelheim, Daniel And Others
The Relationship Among Various Dichotomous Descriptive Personality Scales and Achievement in the Mentally Retarded: A Study of the Relevant Factors Influencing Academic Achievement at Various Chronological Age Levels. Final Report.
New York Univ., N.Y. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2685
Pub Date Feb 70
Grant—OEG-0-8-062685-1762(032)
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Age Differences, *Educable Mentally Handicapped, *Exceptional Child Research, *Personality, Personality Assessment, Self Control
Examined were relationships among various verbal and nonverbal personality scales purporting to measure extent to which an individual behaves as if he, or the environment, controls events. Also investigated were developmental trends related to this internal-external dimension of personality and its relation to academic achievement of the educable mentally retarded (EMR). Subjects were 215 EMR children (ages 9-15 years, IQ range 45-82), who were administered a battery of six tests. The hypotheses that there would be a significant relationship among the personality measures at all age levels across settings, and that there would be a developmental trend across the age span involved, moving from an external to internal frame of reference as age increased, were not sustained. It was concluded that internal and external dimensions of personality play a minimal role in the academic achievement of EMR students as compared to the roles played by MA and CA. (See ED 038 779, EC 003 339 for project interim report.) (Author/KW)

EM

ED 051 622 EM 008 968
Gessner, Robert
The Moving Image: A Guide to Cinematic Literacy.
Pub Date 70
Note—444p.
Available from—E. P. Dutton & Company, Inc., 201 Park Avenue, South, New York, N. Y. 10003 ($3.95)
Document Not Available from EDRS.
Descriptors—Analytical Criticism, Audiovisual Communication, *Characterization (Literature), *Film Production, Films, *Film Study, *Literary Analysis, Photography, *Sound Effects
This book examines the unique patterns and structure that make cinema a story-telling art form. A comparison of books or plays with films that have been made from them reveals the essence of cinema: its emphasis on movement, fluidity, and pictorial image. Excerpts from shooting scripts demonstrate the ways in which the components of drama (conflict, structure, character) are built up on screen. Then the other tools of film (editing, sound tracks, lighting, color, and cinematic arrangement of time) are discussed to explain how the moods and impact of a film are produced. (JK)

ED 051 623 EM 008 969
Coleman, Howard W.
Case Studies in Broadcast Management.
Pub Date 70
Note—95p.; Studies in Media Management series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N. Y. 10016 ($4.95, paperback, $3.60)
Document Not Available from EDRS.
Descriptors—*Administration, Audiences, *Broadcast Industry, Broadcast Television, *Case Studies, Commercial Television, *Decision Making, Management, Problem Solving, *Programing (Broadcast), Radio, Television
This collection of case studies, based on factual situations which have challenged broadcast managers in recent years, is designed to stimulate thinking about and solving of "real world" problems in commercial radio and television operations. Topics of a serious, long-run nature include enlarging the radio audience; station revenue and economy; programming, sales, and promotion in new ultra-high frequency (UHF) stations; the late evening news-weather-sports format; being independent in a four-station market; and filling a top station management position. Other subjects, which are more short term and don't involve capital investment, concern potential lawsuits, the controversy over broadcast editorializing, public service and cultural programming, and in-fighting among local media. Each problem is written as a dialogue among station personnel, and after the situation has been established, the reader is presented with a decision to make about the problem. Each chapter lists additional readings which bear on the problem, and in class situations, problems may be worked through using role-playing techniques. (JK)

ED 051 624 EM 008 970
Reisz, Karel Millar, Gavin
The Technique of Film Editing. Enlarged Edition.
Pub Date 71
Note—410p.
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($13.50, paperback, $7.20)
Document Not Available from EDRS.
Descriptors—Audiovisual Communication, *Film Production, *Film Study, Photographic Equipment, *Photography, *Production Techniques, *Sound Effects
Film editing is discussed from the point of view, not only of the person in the cutting room, but also of the person who has responsibility for the final film. Part I outlines the history of editing from the silent film to 1953. It discusses the practice of editing for action, dialogue, comedy, and montage sequences, as well as in documentaries, newsreels, and educational films. The principles of editing, including timing, pace and rhythm, continuity, and sound editing are also explained. Part II examines the innovations in editing over the last two decades which are the result of the use of wide screens and of the development of "cinema verite" and "new wave" films. Sections of shooting scripts and film clips illustrate the procedures discussed. (JK)

ED 051 625 EM 008 971
Weingarten, Kenneth And Others
The APSTRAT Instructional Model.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—PP-6-71
Pub Date May 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Instructional Systems, *Job Training, Military Training, *Models, On the Job Training, *Peer Teaching, *Project Training Methods, Simulated Environment, *Teaching Methods, Teaching Procedures
Identifiers—APSTRAT, *Aptitude Strategies
Lecturing is a poor method of giving instruction for Army tasks, since it is suitable for

only a small segment of learners and a small number of tasks. The APSTRAT (derived from "aptitude" and "strategies") model is designed to train men at many levels of aptitude and with wide differences in educational backgrounds for a variety of tasks. The model, which is now undergoing tests, simulates on-the-job training. The central feature of the model is its use of peer instruction, which has been found to be both practical and efficient. For each task, the trainee passes through this cycle: observation of the task being performed, learning the task, job-performance (in which the trainee is observed by a new trainee), and teaching (in which the trainee instructs another). The trainee passes through this cycle until he has learned each task thoroughly, as judged by observation and testing administered by the instructor. A prototype of this model has proved successful in preliminary tests, but it is not yet established whether it is generally suitable for the wide variety of application for which it is intended. (JK)

ED 051 626 EM 008 972
Horkheimer, Mary Foley, Comp. Diffor, John C., Comp.
Educators Guide to Free Films. 31st Annual Edition, 1971.
Pub Date 71
Note—789p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($10.75)
Document Not Available from EDRS.
Descriptors—Aerospace Technology, Agriculture, Athletics, Business Education, Catalogs, Communications, Conservation Education, Consumer Education, Driver Education, *Films, Fine Arts, Guidance, Health Education, History, Home Economics, Industrial Arts, Instructional Films, Music, Religion, *Resource Materials, Safety, Sciences, Social Problems, Youth Clubs
This guide is a complete directory of nearly 5,000 films available free of cost (except, in most cases for return postage) in the United States. The major portion of the guide lists films alphabetically within each of these categories: accident prevention and safety, aerospace education, agriculture, arts and handwork, business education, clubs and scouting, communications and transportation, conservation, consumer education, driver education, entertainment, geography, guidance, health and social hygiene, history, home economics, industrial arts, music, religion, schools and educational opportunities, science, social problems, and sports. Each listing includes a two- or three-sentence synopsis of the film, its release date, running time, and print size, as well as the source where it may be obtained. Other indexes list the films by title and subject. A source and availability index gives addresses of sources and guidelines for ordering. Sources having films available in Canada are separately listed. (JK)

ED 051 627 EM 008 975
Bones, R. A.
Dictionary of Telecommunications.
Pub Date 70
Note—200p.
Available from—Philosophical Library Inc., 15 East 40th Street, New York, N. Y. 10016 ($15.00)
Document Not Available from EDRS.
Descriptors—*Communications, *Dictionaries, Electronic Equipment, Electronics Industry, Radio, *Telecommunication, *Telephone Communication Systems, *Television
A wide range of terms used in the telecommunications industry are defined in this dictionary. Many of the terms and definitions are either reproduced from, or based on, the "Glossary of Terms Used in Telecommunications (including Radio) and Electronics" prepared by the British Standards Institute. The principal entry for each term is found under the most significant word in the term. When terms consist of two or more words, they are cross-referenced to the principal entry. Supplementing the dictionary section are appendices which contain definitions of standard units and their accepted abbreviations, wavelengths and frequency bands, and signal reporting codes. (Author/JY)

ED 051 628 EM 008 976
Efrein, Joel Lawrence
Video Tape Production and Communication Techniques.
Pub Date 71
Note—252p.
Available from—TAB Books, Blue Ridge Summit, Pennsylvania 17214 ($12.95)
Document Not Available from EDRS.
Descriptors—Audio Equipment, Communications, Graphic Arts, Magnetic Tapes, *Media Technology, *Performance Specifications, Photographic Equipment, *Production Techniques, Scripts, Sound Effects, Special Effects, Television Lighting, Television Lights, *Video Equipment, *Video Tape Recordings
This step-by-step description of the process of making videotapes is divided into two parts. "The Medium" looks at the physical equipment needed for making tapes. The kinds, makes, and operational differences between videotape recorders, cameras, and microphones are distinguished to help the novice choose equipment suitable for his purpose. Production elements (lighting, set, props, graphics, and audio and visual effects) are explained. The rudiments of direction techniques, including picture framing and composition, are examined. Part two, "The Message," illustrates the process of making a videotape, from idea to finished master tape. Preproduction tasks include selection of format, writing of script, selection of talent, and choice of production equipment. Then the program is actually produced, and afterward, techniques for enhancing the artistic and technical quality of the tape are described. The appendix contains a list of videotape handling procedures, a glossary, and a comparative equipment specifications table. (JK)

ED 051 629 EM 008 977
Baddeley, W. Hugh
The Technique of Documentary Film Production. Revised Edition.
Pub Date 70
Note—268p.; Library of Communication Techniques, second revised edition
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N. Y. 10016 ($10.00)
Document Not Available from EDRS.
Descriptors—Animation, Budgeting, Color Presentation, *Documentaries, *Film Production, Films, *Photographic Equipment, Photography, *Production Techniques, Scripts, Sound Effects, Sound Films, *Sound Tracks
The means and methods of producing factual films are dealt with step-by-step from the initial idea to making and distributing the final release prints. The author describes preparing a script; breaking the script down to shooting sequences; budgeting for everything from materials to insurance; preliminary planning for actors, commentators, costumes, sets, etc.; choosing camera equipment and film; and shooting both in a studio setting and on location overseas. He provides solutions to the problems of lighting on location and covers in detail sound recording techniques both under studio conditions and on location. The techniques involved in laying and mixing multiple recordings to produce the final master sound track are described. Working with prints from the first "answer" print to the final release version is explained, giving techniques for preparing 35 mm. and 16 mm. color prints and 8 mm. sound prints. Artwork, animation, and editing are discussed in detail. The final step in documentary film production--distribution to schools, television, or theaters--is described in the concluding chapter. A glossary is provided. (JY)

ED 051 630 EM 008 979
Pickering, John M.
Visual Education in the Primary School.
Pub Date 71
Note—87p.
Available from—Watson-Guptill Publications, 165 West 46th Street, New York, N.Y. 10036 ($7.97)
Document Not Available from EDRS.
Descriptors—*Art Activities, Art Education, Color, Concept Formation, Creative Expression, *Early Childhood Education, Elementary Education, *Perception, *Primary Education, *Sensory Experience, Sensory Training, Space, Tactual Perception, Time, Visual Arts, Visual Perception
How to develop children's awareness of tactile and visual experience is the subject of this book, intended for primary school teachers and parents of young children. The purpose is to present experiences which will stimulate children's curiosity about their world and enrich their perception. Beginning with the first tactile and textural contacts a child has with the world, a series of activities is listed to help increase the child's sensitivity to differences in surfaces and textures. Then the observation and study of motion in everyday activities are examined and ways of showing movement in artwork are suggested. Also discussed are time and how it changes objects and space and the recognition of shapes. The relationship of light and color, the comparison of colors, and reflections are the final subjects. Projects are suggested throughout, and the emphasis is on classroom activity which will make use of a child's everyday experiences. (Author/JK)

ED 051 631 EM 008 980
Wainwright, Charles Anthony
Television Commercials: How to Create Successful TV Advertising.
Pub Date 70
Note—318p.; Communication Arts Series; Revised edition, formerly titled "The Television Copywriter"
Available from—Hastings House, Publishers, 10 East 40th Street, New York, N.Y. 10016 ($8.95, paperback $5.95)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, Commercial Art, Commercial Television, *Graphic Arts, *Production Techniques, *Publicize, *Television, *Television Commercials, Video Tape Recordings
All the steps in making a television commercial, from conception to writing through production, are laid out, and many examples of real commercials illustrate the process. The book is directed toward those who want to write successful commercials. Subjects include the use of research in constructing and evaluating commercials, budgeting, choosing actors, and writing for local and special audiences. Advertising men contribute chapter sections about campaigns they have created and what techniques they have used successfully. The emphasis throughout is practical; the aim is to produce commercials which will sell the product. Techniques discussed here are now being used on educational television programs like "Sesame Street" to sell concepts instead of products. (JK)

ED 051 632 EM 008 981
Bleum, A. William
Documentary in American Television: Form, Function, Method
Pub Date Mar 71
Note—311p.; Communication Arts Series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($8.95)
Document Not Available from EDRS.
Descriptors—Commercial Television, *Documentaries, Film Production, *Films, *Film Study, Historical Reviews, Journalism, Mass Media, *News Media, Photography, Radio, Sound Films, *Television
The documentary movement in American television is explored. Analyzed are the forms and functions of television documentary and its heritage in other media (print, still photography, motion pictures, radio, theater). The major achievements in these media and in television, such as "See It Now," "Victory at Sea," and many news documentaries are described. Two major television approaches to documentary expression are identified as the "news documentary" and the "theme documentary." The book is a critical analysis of documentaries rather than a manual for production. However, a discussion among documentarists and an article on interviewing techniques would be useful to producers. A list of important television documentaries and addresses for obtaining them is included. (JK)

ED 051 633 EM 008 982
Halas, John Manvell, Roger
Art In Movement: New Directions in Animation.
Pub Date 70
Note—192p.; Visual Communication Series
Available from—Hastings House, Publishers, 10 East 40th Street, New York, N.Y. 10016 ($17.50)
Document Not Available from EDRS.
Descriptors—*Animation, *Art Expression, Cartoons, Computer Graphics, Creative Art,

Film Production, *Films, *Graphic Arts, Photocomposition, Photographic Equipment, Photography, *Production Techniques, Special Effects, Television Commercials, Visual Arts

Thanks to film, graphic artists can now create over time as well as in space. An essay discusses the influence of cinema on still paintings (e.g., Duchamp's "Nude Descending a Staircase" and the increasing combination of animation and live action in films. New techniques that are available in animation and in special visual effects are explained, and worldwide developments in film animation are surveyed. Possibilities for future developments, from television commercials for example, are suggested. Much of the book is comprised of stills from recent animated films, many with comments from their animators about the purpose of the film or the technique used. (JK)

ED 051 634 EM 008 983

Gordon, George N.

The Languages of Communication. A Logical and Psychological Examination.

Pub Date 69

Note—334p.; Studies in Public Communication Series

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N. Y. 10016 ($10.95)

Document Not Available from EDRS.

Descriptors—Art, *Communication (Thought Transfer), *Communication Problems, Expressive Language, Humor, *Information Theory, Language, *Language Arts, Language Styles, Language Usage, Literary Conventions, *Mass Media, Radio, Symbolism, Technology, Television, Theories, Writing

Two methods of analysis, logical and psychological (or, loosely, aesthetic and functional) are used to investigate the many kinds of languages man uses to communicate, the ways in which these languages operate, and the reasons for communication failures. Based on a discussion of the nature of symbols, since most languages of communication draw heavily on the symbolic process, the author redefines "media" and differentiates between a medium of communication and an instrument or device for communication. In examining how languages work, that is, those qualities that give them their distinction, he considers cognitive, emotive, stylistic, and intentional factors. Finally, the technologies or devices of communication and their relationship to mass culture are considered. These problems are discussed from a more literary and philosophical viewpoint rather than a scientific one. The emphasis is on the content of communication rather than process, and examples come from the arts rather than experiments. (JK)

ED 051 635 EM 008 984

Arnheim, Rudolf

Film As Art.

Pub Date 69

Note—230p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 ($1.95)

Document Not Available from EDRS.

Descriptors—Art Appreciation, *Art Expression, Film Production, *Films, *Film Study, Foreign Language Films, *Photography, Sound Films, Theories, *Visual Arts

The thesis of this classic, the major part of which was originally published in 1933, is that the peculiar virtues of film as art derive from an exploitation of the limitations of the medium: the absence of sound, the absence of color, the lack of three-dimensional depth. Silent-film artists made virtues of these necessities and were on their way to developing a new and distinctive art form. Mechanical advancement has led to greater realism and a corresponding loss in artistry. The four essays which make up the rest of the book, also dating from the 1930's, supplement this major thesis. Three of them discuss movement, editing, and the possibilities presented by television. The final one discusses the general aesthetic rules for the combination of different media--word, image, and sound--and leads to an evaluation of the talking picture as a medium for artistic expression. (Author/JK)

ED 051 636 EM 008 985

Jacobs, Lewis

The Movies As Medium.

Pub Date 70

Note—335p.

Available from—The Noonday Press, 19 Union Square West, New York, N. Y. 10003 ($3.65)

Document Not Available from EDRS.

Descriptors—*Analytical Criticism, Art Appreciation, *Art Expression, Color Presentation, Film Production, *Films, *Film Study, Foreign Language Films, Media Research, Photography, Sound Effects, Sound Films, *Visual Arts

This collection of essays by filmmakers, theorists, and scholars studies the fundamental resources and processes of film expression. Essays on the image deal with elements that make an image meaningful, as well as with the subjectivity of the motion picture camera. Other key resources of film that are discussed here include the movement of the camera, manipulation of time and space, and the use of color and sound. The emphasis throughout is less on the practical techniques of filmmaking than on an appreciation of the parts which make up a film. The intention is to provide ideas about film technique and form which can furnish a framework for evaluating film and to stimulate thoughts and observations about film as art. Among the contributors are Jonas Mekas, Sergei Eisenstein, Gregg Toland, and Kurt Weill. (JK)

ED 051 637 24 EM 008 987

Moeller, Carl A. Cox, Walter L., Jr.

Development and Evaluation of Single Concept Film Loops for Dissemination of Occupational Information to Youth in the Middle School. Phase I. Final Report.

North Carolina State Univ., Raleigh. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-C-059

Pub Date 31 Jan 71

Grant—OEG-3-70-0003(010)

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Opportunities, Career Planning, Employment Opportunities, Film Production, *Individualized Instruction, Information Dissemination, Instructional Films, Middle Schools, *Noncollege Preparatory Students, *Occupational Information, Photographic Equipment, Photography, Projection Equipment, Scripts, *Single Concept Films, *Tape Recordings, Teaching Methods

A total of 21 single concept Super 8 millimeter films, each four minutes long, were made that offered an on-site view of selected mechanical, industrial, and service occupations. The occupations selected to be filmed were considered to have growth potential and to be open to non-college bound students. It was found that the films could be photographed by a graduate student directly on 8 mm. film according to a professionally prepared script with little or no editing. This was important because the first three films prepared by a commercial studio proved to be too expensive. The sound track for the films was tape recorded on a cassette. Starting the film projector and the tape recorder at the same time provided a sufficiently synchronized effect for instructional purposes. When the films were shown to some 1322 middle-school students, the majority of the students rated them as a good or excellent method of learning about occupations. The acceptance of the films varied somewhat with the sex of the student and the film content. The major criticism was the desire for more information. Their simple presentation form allowed the films to be used in an individualized instructional setting. (JY)

ED 051 638 24 EM 008 988

Force, Lorraine S.

An Experimental Study to Examine the Responses of Sixth Grade Students to Programmed Art Instruction and Evaluative Instruments Designed to Correspond to Selected Ability Trait Variables.

Appalachian State Univ., Boone, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-C-033

Pub Date Dec 70

Grant—OEG-3-9-430033-0050(010)

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability Grouping, *Art Education, Correlation, Evaluation Techniques, Instructional Design, Learning, Manipulative Materials, *Programed Instruction, Psychomotor Skills, Retention, *Test Construction, Testing, *Verbal Ability

A study was conducted to determine the relationship between motor and verbal ability traits, instructional treatments, and test instruments. Two programed instruments were developed to teach art concepts to sixth grade students. One instrument, termed manipulative, used a programed text with objects and artifacts that the students handled during instruction. The other instrument, termed non-manipulative, used a programed text with pictures of objects and artifacts used in the manipulative instrument. Two tests were developed to measure learning achievement. One test was a series of "fill-in-the-blank" questions; the other test required the students to use clay to demonstrate their understanding of the art concepts. When these instruments were used with 112 out of 516 students who had been identified as having either high-verbal-low-motor or low-verbal-high-motor ability traits, it was found that there was no significant correlation between short-term learning and instructional treatment. However, significant correlations were found between retention and instructional treatment and between testing methods and ability traits. One practical classroom application of the results is that it is important for the means of demonstrating learning (testing) to be related to the individual student's ability traits. (JY)

ED 051 639 EM 008 989

Glossary of Micrographics. NMA Standard, Fifth Edition. 1971.

Pub Date 71

Note—71p.

Available from—National Microfilm Association, Suite 1101, 8728 Colesville Road, Silver Spring, Maryland 20920 ($3.50 for members, $5.00 for non-members)

Document Not Available from EDRS.

Descriptors—*Glossaries, Microfiche, Microfilm, *Microforms, *Microreproduction, Reprography

This glossary, which is in its fifth edition, aims to standardize the use and meaning of terms in the field of microphotography and microreproduction. It provides descriptive definitions of processes, equipment, acronyms, associations, material, units of measure, and trade names. Some terms are marked as "deprecated" in order to discourage their continued use. A table of standard metric system units which the National Micrographic Association recommends for use in the industry is appended. (JY)

ED 051 640 95 EM 008 990

Witherspoon, John P. Kessler, William J.

Instructional Television Facilities: A Planning Guide.

Office of Education (DHEW), Washington, D.C.

Report No—OE-34043

Pub Date 69

Contract—OEC-1-7-071021-4429

Note—79p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (FS 5.234:34043, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Guides, Cable Television, Closed Circuit Television, Color Presentation, Consultants, Educational Administration, Estimated Costs, *Facility Requirements, Fixed Service Television, *Instructional Television, Media Selection, Open Circuit Television, Personnel Needs, Personnel Selection, Program Budgeting, *Program Planning, *Video Equipment, Video Tape Recordings

When planning an instructional television (ITV) system, it is suggested that educational objectives should outweigh technological considerations and that expert advice be secured before the planning process is far advanced. In line with the latter suggestion, the book offers a background of technical knowledge aimed at educational administrators who are involved in planning an ITV system. The possible uses for an ITV system and some overall planning considerations are surveyed. The test pattern concept for assessing the quality of a television picture is explained, and descriptive definitions offered of some basic ITV terms, such as broadcast quality, cable television, microwave,

etc. Planning considerations for studios and studio equipment are outlined. Transmission options--open-circuit, cable, instructional television fixed service--are described, as are the links in the television reception chain--preamplifiers, modulated radio frequency systems, etc. Quadraplex videotape recorders are compared with slant-track recorders. Advice on preparing for color capability and on assembling an ITV staff is given. A basic planning pattern details the personnel who should be involved in the design stage and estimates the initial costs of an ITV system. (JY)

ED 051 641 EM 008 991
Taviss, Irene Burbank, Judith
Implications of Computer Technology. Harvard University Program on Technology and Society.
Harvard Univ., Cambridge, Mass. Program on Technology and Society.
Spons Agency—International Business Machines Corp., White Plains, N.Y.
Report No—RR-7
Pub Date 71
Note—55p.
Available from—Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138 ($2.00)
Document Not Available from EDRS.
Descriptors—Abstracts, *Automation, Computers, *Computer Science, Confidentiality, Cultural Factors, Decision Making, Economic Factors, Educational Technology, Information Science, *Literature Reviews, Management, Political Attitudes, *Political Influences, Research Reviews (Publications), Social Influences, Sociocultural Patterns, *Socioeconomic Influences, Systems Analysis, Technological Advancement
Lengthy abstracts of a small number of selected books and articles on the implications of computer technology are presented, preceded by a brief state-of-the-art survey which traces the impact of computers on the structure of economic and political organizations and socio-cultural patterns. A summary statement introduces each of the three abstract categories: economic, political, and cultural implications. The material selected for abstracting was judged to have some impace on the field, to present a significant analysis of issues or a useful compilation of data, or to be representative of different outlooks and viewpoints. Authors whose works are abstracted include: Patrick Suppes, Heinz Eulau, Paul Baran, James Schlesinger, and Anthony Oettinger. (JY)

ED 051 642 EM 008 992
Bowen, H. M. Hale, Allen
Study, Feasibility of Undersea Salvage Simulation.
Dunlap and Associates, Inc., Darien, Conn.
Spons Agency—Naval Training Device Center, Orlando, Fla.
Report No—NAVTRADEVCEN-69-C-0116-1
Pub Date May 71
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Assisted Instruction, Man Machine Systems, *Military Training, Problem Solving, *Simulation, *Simulators, Task Analysis, Team Training, *Training Techniques
Identifiers—LOSS: Large Object Salvage System
The training requirements associated with equipment and systems utilized in underwater salvage operations and with the diving activities which are a part of underwater salvage operations are examined. The major emphasis of the study was on the training conditions suitable for the diver. It was found that divers are best trained in a tank or in open water. The secondary focus of the study was on the operators of the man/machine underwater systems. The best training procedure for these men was found to be the use of an appropriate simulator. The third major category of persons involved in salvage operations is the topside crew. These men are faced with a problem-solving operation and their training may best be conducted by means of a model, an on-line computer, and scenarios depicting salvage situations. (JY)

ED 051 643 EM 008 993
Fielding, Raymond
The Technique of Special-Effects Cinematography.
Pub Date 70
Note—398p.
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N. Y. 10016 ($15.00)
Document Not Available from EDRS.
Descriptors—Animation, Bibliographies, *Film Production, Lighting, Models, Optics, Photocomposition, *Photographic Equipment, *Photography, *Production Techniques, Projection Equipment, Screens (Displays), *Special Effects
The author describes the many techniques used to produce cinematic effects that would be too costly, too difficult, too time-consuming, too dangerous, or simply impossible to achieve with conventional photographic techniques. He points out that these techniques are available not only for 35 millimeter work but also to the 16 mm. photographer who may find them of special interest for economic, practical, and creative reasons. He divides special effects into (1) in-the-camera effects, (2) laboratory processes, and (3) combinations of the two. In-the-camera techniques described include changes in object speed, position, or direction, image distortions, optical transitions, superimpositions, day-for-night photography, split screen photography, in-the-camera matte shots, glass shots, mirror shots, and miniatures. Laboratory processes covered include bi-pack printing, optical printing, traveling mattes, and aerial-image printing. Combination techniques include front and rear projection. An extensive bibliography is presented which covers periodical articles, books, and research papers from 1909 to 1968. (JY)

ED 051 644 95 EM 008 994
Relationship of Automatic Data Processing Training Curriculum and Methodology in the Federal Government.
Office of Education (DHEW), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—OE-80066
Pub Date 69
Contract—OEC-1-7-071059-3808
Note—55p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (FS 5.280:80066, 350)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Computer Assisted Instruction, *Conference Reports, Curriculum Development, *Educational Needs, Educational Programs, *Electronic Data Processing, *Federal Government, Management Development, Management Education, *Personnel Needs, Pilot Projects, Programed Instruction, Program Proposals, Systems Analysts
A conference, held in Washington, D. C., in 1967 by the Association for Educational Data Systems and the U.S. Office of Education, attempted to lay the groundwork for an efficient automatic data processing training program for the Federal Government utilizing new instructional methodologies. The rapid growth of computer applications and computer use was cited as the reason for the overwhelming need for such a training program. Specific needs for data processing personnel in the Federal Government were considered with special attention to the need for systems analysts and managers. Training needs for data processing personnel in higher education and industry were also identified. Training objectives for managers and systems analysts were outlined as a basis for defining subject-matter content. The structure and content for curricula for a management training program and a systems analyst training program were agreed upon. The possibility that new educational media, particularly computer-assisted instruction (CAI), could be used in this training program was examined. A request for proposals for a pilot project to conduct training in data processing for the Federal Government was drawn up. Abstracts of conference papers summarizing the major features of CAI and of programed instruction are appended, along with a directory of selected organizations involved in educational technology and major CAI centers. (JY)

ED 051 645 EM 008 995
Korot, Beryl, Ed. Gershuny, Phyllis, Ed.
Radical Software. Number One. The Alternate Television Movement.
Pub Date 70
Note—22p.
Available from—Radical Software, Raindance Corporation, 24 East 22 Street, New York, N. Y. 10010 ($1.25)
Journal Cit—Radical Software; n1 Summer 1970
Document Not Available from EDRS.
Descriptors—Cable Television, Electronic Equipment, *Experimental Programs, *Innovation, Lasers, Media Technology, Multichannel Programing, Periodicals, *Television, Television Research, Television Viewing, Video Equipment, *Video Tape Recordings
Some innovative ideas and applications for new television technology are described in this tabloid format periodical. Most of these ideas support the periodical's contention that broadcast television is the most limited use of a developing television technology which has the capability of being a responsive medium and a valuable social tool and, as such, should be open to all. The articles in this issue detail experimental projects (both actual and proposed), provide hardware information and an index of television innovators and their ideas, list counter-culture videotapes and programs, and explore some esoteric uses possible for the medium. Sample articles include an interview with R. Buckminster Fuller, a proposal for a paperless society, a critique of cable television, and instructions on how to build an oscilloscope. (JY)

ED 051 646 EM 008 996
Korot, Beryl, Ed. Gershuny, Phyllis, Ed.
Radical Software. Number Two. The Electromagnetic Spectrum.
Pub Date 70
Note—26p.
Available from—Radical Software, Raindance Corporation, 24 East 22 Street, New York, N. Y. 10010 ($1.25)
Journal Cit—Radical Software; n2 Fall 1970
Document Not Available from EDRS.
Descriptors—*Cable Television, Equipment Evaluation, *Experimental Programs, Federal Laws, Innovation, Lasers, Mass Media, Media Specialists, Media Technology, Microphones, Periodicals, Production Techniques, Resource Guides, *Television, *Video Equipment, *Video Tape Recordings
In an effort to foster the innovative uses of television technology, this tabloid format periodical details social, educational, and artistic experiments with television and lists a large number of experimental videotapes available from various television-centered groups and individuals. The principal areas explored in this issue include cable television, laser technology, equipment evaluations, and reports of innovative projects. Interviews with Eric Siegel and Brice Howard are presented. A directory reports on the current addresses and activities of groups and individuals who are exploring various aspects of the medium. Sample articles include a glossary of television terms, tips on using portable half-inch videotape recording equipment, a comparison of videotape cartridge/cassette systems, a report on a "Media Access Center" in Menlo Park, California, and a survey of current developments in the field of cable television, with special emphasis on the effect of the Federal Communications Commission ruling on program origination. All cable systems likely to be affected by the ruling are listed. (JY)

ED 051 647 EM 008 997
Korot, Beryl, Ed. Gershuny, Phyllis, Ed.
Radical Software. Number Three.
Pub Date 71
Note—26p.
Available from—Radical Software, Raindance Corporation, 24 East 22 Street, New York, N. Y. 10010 ($1.50)
Journal Cit—Radical Software; n3 Spring 1971
Document Not Available from EDRS.
Descriptors—*Community Programs, Computer Assisted Instruction, Cybernetics, Dial Access Information Systems, Directories, Ecology, Experimental Programs, Information Systems, Innovation, Lasers, Mass Media, Periodicals, Production Techniques, *Television, *Video Equipment, *Video Tape Recordings
A collection of informative articles which promote the ideal of free access to television technology appears in this tabloid format periodical. Of particular note is a proposed videotape distribution and exchange system, in which the periodical would serve as a clearinghouse for the exchange of non-commerc-

ial videotapes. Other articles concern such topics as media ecology, the Watts Communications Bureau and Training Center, the PLATO IV computer-assisted instructional system, videotape hardware standards, videotape cassettes, dial access information retrieval systems, lasers, and cybernetic guerilla warfare. A state-of-the-art report compares the various brands of portable videotape equipment. The names, addresses, and current projects of those involved in innovative television projects are compiled into a loosely-organized directory. (JY)

ED 051 648 EM 008 998

Bond, Nicholas A., Jr.

Motivating the Student in CAI Technical Courses.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-68

Pub Date Jun 71

Note—84p.; Behavioral Technology Laboratories series

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, *Disadvantaged Youth, Educational Programs, *Job Training, Literature Reviews, *Military Training, *Motivation Techniques, Psychological Needs, Reinforcement, Rewards, Student Motivation, Technical Education, Urban Youth

Student motivation is a central issue in computer-aided instruction (CAI), since even the most sophisticated teaching programs will require directed and sustained effort at the learning task. Technical students, who have to master long and difficult courses, present special motivational problems. A review of the literature indicates that motivators for technical students can be classified under three main headings: task-related or "intrinsic" factors, need-related or "dynamic" determinants, and external rewards. It appears that elements of these motivators may be useful in encouraging CAI students in technical courses. To illustrate the application of motivating factors, a potential system which utilizes techniques from all three classes of motivators is proposed, first in the context of a military training course in radar repair and then in a job training program for disadvantaged youth. The system classifies students according to certain dynamic variables such as need achievement. Other features of the system include rewards of time off or cash for successful learning and student participation in goal-setting. (Author/JY)

ED 051 649 EM 008 999

Clark, David G., Ed. Hutchinson, Earl R., Ed.

Mass Media and the Law; Freedom and Restraint.

Pub Date 70

Note—461p.

Available from—Wiley-Interscience, John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 ($12.95)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Business Responsibility, Censorship, Civil Liberties, Civil Rights, Confidentiality, Constitutional History, Copyrights, Ethical Values, Federal Court Litigation, *Federal Government, *Federal Laws, *Mass Media, News Media, *Publishing Industry

The papers and articles collected in this volume examine the relationship between government, business conglomerates, and the mass media and discuss the effect of this relationship on the flow of information. Separate sections are devoted to: the "right to know"; the effect of media barons on the flow of news; the "right of access"; the sometimes conflicting guarantees of the First and the Sixth Amendments; invasion of privacy; libel; obscenity; the impact of such Federal agencies as the Post Office, the Federal Trade Commission, and the Federal Communications Commission; and copyright laws. At the end of each section relevant books, articles, and court decisions are noted. In the concluding section of the book, the editors summarize their position by stating that the changing nature of the communications process demands that the law must not only protect the media's right of access to information, but must also forbid the arbitrary denial of space in which to present divergent opinions. (JY)

ED 051 650 EM 009 001

Matheny, W. G. And Others

An Investigation of Visual, Aural, Motion and Control Movement Cues.

Life Sciences, Inc., Fort Worth, Tex.

Spons Agency—Naval Training Device Center, Orlando, Fla.

Report No—TR-69-C-0304-1

Pub Date Apr 71

Note—109p.; 27 June 1969 - 27 June 1970

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aural Stimuli, *Conceptual Schemes, *Cues, *Flight Training, Kinesthetic Perception, Military Training, *Multisensory Learning, Psychomotor Skills, *Simulators, Visual Perception, Visual Stimuli

A study was conducted to determine the ways in which multi-sensory cues can be simulated and effectively used in the training of pilots. Two analytical bases, one called the stimulus environment approach and the other an information array approach, are developed along with a cue taxonomy. Cues are postulated on the basis of information gained from the outside visual world, from sounds generated by the aircraft, and from aircraft motion and control movements. The physical characteristics of the postulated cues are emphasized. Hypotheses are developed based upon the effects of the postulated cues as they function independently and as they function in interaction with cues in other modalities. Experimentation is recommended which will lead to the verification and/or the modification of cue postulations. (Author/JY)

ED 051 651 EM 009 002

Allison, V. M. Sperry, Frederick E.

The Dynamics of Microfilm.

Wisconsin Univ., Milwaukee.

Pub Date [71]

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Records, Automatic Indexing, *Computer Output Microfilm, Confidential Records, *Data Processing, Information Storage, *Input Output Devices, Microfiche, *Microreproduction, Recordkeeping, *Student Records

Identifiers—*University of Wisconsin Milwaukee

In the computer output microfilm (COM) process, machine language on magnetic tape is converted via electronic equipment into print on microfilm. At the University of Wisconsin-Milwaukee, COM is being used increasingly to reduce the volume of hardcopy files, to permit efficient record retrieval, and to provide protection for the files from fires and other hazards. In their first use of COM, the Office of Admissions and Records used the process to improve their handling of student records. With COM they were able to go from a punch card for each of their 21,000 students to an entire student study list on two rolls of 16 millimeter microfilm. As other departments became interested in the process the system was changed to COM microfiche, indexed and titled by computer. Low-cost microfiche readers were installed around the campus and the Office of Student Affairs, the University Health Center, and the Student Loans Office became constant users of the microfiche service. COM has totally replaced hardcopy in a number of uses at a great savings in time, space, and money. Based on their success with COM the authors suggest methods of beginning and/or expanding a COM system. They point out several areas of great potential for this process, review recent improvements in COM technology and equipment, and describe the benefit of COM in data processing. (JY)

ED 051 652 EM 009 003

Hammell, Thomas J. And Others

Study of Training Device Needs for Meeting Basic Officer Tactics Training Requirements. Volume I of II. Final Report.

General Dynamics Corp., Groton, Conn. Electric Boat Division.

Spons Agency—Naval Training Device Center, Orlando, Fla.

Report No—TR-69-C-0140-1

Pub Date Mar 71

Note—98p.; February 1969 - March 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Computer Assisted Instruction, *Educational Specifications, Equipment Evaluation, Feedback, *Military Training, *Simulation, Simulators, Stress Variables, Task Analysis, Team Training, *Training Objectives, Training Techniques

A study was conducted to determine the appropriate training objectives for fire control personnel aboard nuclear submarines, to identify specific requirements for training materials to accomplish these objectives, and to provide functional descriptions of recommended training devices. A task analysis was conducted to determine the skill and knowledge requirements for each member of a fire control party. A set of training objectives was drawn up based on these requirements and on trainee input and output characteristics. Existing training facilities were assessed in the light of the proposed training objectives. On the basis of this assessment it was suggested that existing training devices should include more degraded data and simulated system malfunctions in order to more accurately mirror real-life situations. In addition, a periscope visual-task trainer and a generalized individual trainer were proposed to fill training needs not met by existing devices. (Author/JY)

ED 051 653 EM 009 004

Baron, S. And Others

Development of Behavioral Science Programming Language. Final Report.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Naval Training Device Center, Orlando, Fla.

Report No—TR-NAVTRADEVCEN-70-C-0046-1

Pub Date Feb 71

Note—62p.; August 1969 - June 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, Computer Programs, *Flight Training, *Military Training, *On Line Systems, *Programing Languages, *Simulators

Identifiers—*Behavioral Science Programming Language, BSPL

Design criteria and an implementation plan are specified for a Behavioral Science Programming Language (BSPL) to be used for programing experiments on a computer-driven, high-performance aircraft simulator. The language requirements were in large part determined by the nature of the existing facility on the one hand and the types of experiments that were contemplated on the other. It was also important that the language be simple enough to be readily learned by the non-programer. This report begins, therefore, with a description of the present simulation facility, a comceptualization of a prototype experiment, and a discussion of the implication of these factors for the design of BSPL. A proposed design is then presented along with an implementation plan. The implementation plan partitions the development of the language in such a way that incremental improvements in the facility can be realized as the plan is being carried out. A formal description of the language and a sample program are included. (JY)

ED 051 654 EM 009 006

Avedon, Don M.

Computer Output Microfilm. Second Edition.

Pub Date 71

Note—279p.; NMA Monograph Number Four

Available from—National Microfilm Association, 8728 Colesville Road, Silver Spring, Maryland 20910 ($7.50 for members, $10.00 for non-members)

Document Not Available from EDRS.

Descriptors—Bibliographies, Computer Graphics, *Computer Output Microfilm, *Directories, Equipment Manufacturers, Equipment Standards, *Input Output Devices, *Microreproduction, Photographic Equipment, *Resource Guides, Surveys

Computer output microfilm (COM) is a method of converting data from a computer directly into human readable language on microfilm. This monograph provides an overview of the COM field including a general review of COM technology, a state-of-the-art summary, an equipment guide, a directory of systems service companies, a review of several COM applications, the results of a National Microfilm Association (NMA) survey of the field, proposed NMA standards, a glossary of terms, and a bibliography. It points out that COM has an output potential equal to that of 30 impact printers operating simultaneously and that COM is capable of

recording not only alphanumeric characters but also computer graphics. The equipment guide section lists the COM readers available from the 21 companies now in the field and supplies specifications and illustrations of these devices insofar as information about them is available. The directory of systems service centers lists almost 100 service centers operated by some 50 companies, first in an alphabetical directory by company names and then in a geographical index. (JY)

ED 051 655 EM 009 007
Vierling, Jacqueline S. Shivaram, M.
On-Line Computer Managed Instruction; The First Step. AFIPS Conference Proceedings. Volume 37.
American Federation of Information Processing Societies, Montvale, N.J.
Pub Date 70
Note—9p.; Paper presented at the American Federation of Information Processing Societies Fall Joint Computer Conference (Houston, Texas, November 17-19, 1970)
Available from—American Federation of Information Processing Societies, Inc., 210 Summit Avenue, Montvale, New Jersey 07645
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Educational Diagnosis, Educational Technology, Electronic Data Processing, Individualized Instruction, Information Processing, *Information Storage, On Line Systems, Physics Instruction, *Recordkeeping, *Testing, Time Sharing
The major features of Computer Managed Instruction (CMI) are diagnosis and testing, analysis, record keeping, and prescription. Diagnosis and testing are used to evaluate each student's performance at regular intervals. The results are analyzed to update the student's record and provide a prescription which suggests the learning process the student should pursue to achieve his objectives. The CMI system described here was used during a one-semester, multimedia physics course at the U.S. Naval Academy. The purpose was to develop and examine the first phase in a CMI system: diagnosis, testing, analysis, and record keeping. The system was used on a remote terminal connected by phone lines to a time-shared system. Each week students took a pre-test and a post-test on the objectives for that week. Results of these tests and a student's rating of the confidence he placed in his answers were input to the computer for storage and analysis by processes described here. The first step of CMI was achieved and proved to be efficient and flexible. (JK)

ED 051 656 EM 009 008
Martin, Donald C.
Development of Analog/Hybrid Terminals for Teaching System Dynamics. AFIPS Conference Proceedings. Volume 37.
American Federation of Information Processing Societies, Montvale, N.J.
Pub Date 70
Note—9p.; Paper presented at the American Federation of Information Processing Societies Fall Joint Computer Conference (Houston, Texas, November 17-19, 1970)
Available from—American Federation of Information Processing Societies, Inc., 210 Summit Avenue, Montvale, New Jersey 07645
Document Not Available from EDRS.
Descriptors—*Analog Computers, *Computer Assisted Instruction, *Computers, Digital Computers, Display Systems, Electronic Equipment, *Engineering Education, *Input Output Devices, Man Machine Systems, On Line Systems
Analog/hybrid terminals may be superior to conversational mode terminals for teaching engineering because they allow more computer/student interaction. This paper defines requirements for an analog computer terminal system to be used to teach system dynamics. There are seven requirements for such terminals: capability to vary at least five different parameters in a specific problem, access to three to five function switches, ability to select at least four different problems at any terminal, response time of one to three seconds, a storage screen oscilloscope or refreshed display for x-y plots, four or five output channels for display on the oscilloscope, and an instructor's terminal with a large screen display that the whole class can observe. Such a system will be tried out in three courses at North Carolina State University and will consist of 16 student terminals, one instructor terminal, a digital "mini-computer" with an input/output device for programing, and a control interface to the analog computer. A functional description of this terminal, including diagrams, makes up the major section of the report. (JK)

ED 051 657 EM 009 009
Siklossy, L.
Computer Tutors That Know What They Teach. AFIPS Conference Proceedings. Volume 37.
American Federation of Information Processing Societies, Montvale, N.J.
Pub Date 70
Note—5p.; Paper presented at the American Federation of Information Processing Societies Fall Joint Computer Conference (Houston, Texas, November 17-19, 1970)
Available from—American Federation of Information Processing Societies, 210 Summit Ave., Montvale, New Jersey 07645
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, *Computer Programs, Individualized Instruction, Mathematical Logic, Problem Solving, *Programed Tutoring, *Set Theory
Most computer assisted instruction programs cannot answer student questions for the simple reason that these programs do not "know" the subject matter they teach. But programs that can perform certain tasks could be augmented into computer tutors that can at least solve problems or answer questions in the subject matter under consideration. Based on the principles of "generative teaching machines" developed by Wexler, Uhr, and others, the example used here is a program to teach elementary set union which shows the diagnostic capabilities of the tutor. These capabilities are based on the interaction of several programs and are not the result of prestructured and prestored examples. The interaction between student and tutor will become less constrained after enough progress has been made in computer understanding of natural language. (Author/JK)

ED 051 658 EM 009 010
Allan, John J. And Others
Planning for an Undergraduate Level Computer-Based Science Education System That Will Be Responsive to Society's Needs in the 1970's. AFIPS Conference Proceedings. Volume 37.
American Federation of Information Processing Societies, Montvale, N.J.
Pub Date 70
Note—11p.; Paper presented at the American Federation of Information Processing Societies Fall Joint Computer Conference (Houston, Texas, November 17-19, 1970)
Available from—American Federation of Information Processing Societies, 210 Summit Ave., Montvale, New Jersey 07645
Document Not Available from EDRS.
Descriptors—College Science, *Computer Assisted Instruction, *Computer Oriented Programs, Course Evaluation, Course Objectives, *Curriculum Design, *Curriculum Development, Educational Objectives, Engineering Education, Models, Science Instruction, *Systems Approach, Teaching Methods, Undergraduate Study
Identifiers—*University of Texas at Austin
Steps that should be taken to design and implement computer-based instruction (CBI) for undergraduate science and engineering courses are outlined, and these steps are based on the experience of faculty at the University of Texas at Austin. Among the steps described are development of course material, developmental and validation testing of material, and the use of a "systems approach" in implementation. The latter includes setting up a course of instruction by following a comprehensive, orderly set of procedures and also a plan for involving other faculty. A lengthy example of such a course description outline is included here. The procedures to be followed are: introduction, objectives, project description, method of evaluation, impact on the curriculum, pedagogical strategy, current or past experience, related research, plans for information exchange, detailed budget, time phasing diagram, and application cross-reference chart. The tasks to be performed by the computer in each step of the design and implementation of the course are stressed. (JK)

ED 051 659 EM 009 012
Lewellen, Lee, Ed.
Computers in the Classroom.
Technica Education Corp., San Carlos, Calif.
Pub Date [71]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Educational Administration, Electronic Data Processing, *Facility Utilization Research, Financial Support, *Secondary Schools
Experimental work indicates that students learn more in less time when a computer is properly utilized in the educational process. Surveys of computer use in education and in administration in public secondary schools show that, although the number of schools using computers for instructional purposes is still small, the degree of computer use in these schools is quite high. Problem solving and electronic data processing skills are the principal classroom instructional uses; mathematics is most often the subject area taught with the assistance of a computer. Computers have shown a great ability to motivate students. They are more frequently used as an aid in instruction than as the object of instruction. Most financial support for computer programs in schools comes from the local level and is expected to continue to do so in the future. Schools that use computers for instructional purposes tend to be larger and to send more of their students on to college. Surprisingly, many schools which use computers in instructional settings have not used them previously in administration. (JY)

ED 051 660 EM 009 013
Irwin, Manley R.
The Telecommunications Industry; Integration Vs. Competition.
Pub Date 71
Note—223p.; Special Studies in U. S. Economic and Social Development series
Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 ($15.00)
Document Not Available from EDRS.
Descriptors—Business Responsibility, Communications, Communication Satellites, Computers, *Economic Research, Electronic Data Processing, Equipment Manufacturers, Federal Legislation, *Government Role, *Industrial Structure, Mergers, Microwave Relay Systems, Radio, *Telecommunication, *Telephone Communications Industry, Utilities
Identifiers—Communication Satellite Act of 1969, Federal Communications Commission
Vertical integration stands as the salient structural configuration of the telecommunications equipment market. Computer hardware manufacturers are obviously potential competitors with the captive telecommunications equipment suppliers. Direct government policies, such as patents and a permissive attitude toward mergers, and indirect policies, such as tariff practices, import duties, and government buying practices, have contributed toward this vertical integration. The Federal Communications Commission (FCC), which has encouraged private point-to-point microwave systems and sanctioned at least one specialized common carrier, and the Communication Satellite Act of 1969 represent attempts by the government to foster competition. Vertical integration in an unregulated market protects an industry from both the regulation of a public utility and the accountability of a firm exposed to direct competition. In order to rectify the situation the government should adopt a uniform policy. Four choices exist: make the telecommunications suppliers into a public utility, accept the status quo, extend the satellite procurement rules to all operating carriers, or restore competition by divesting telephone utilities of manufacturing operations. Present antitrust laws together with the power of the FCC provide the legal means to restore this necessary competition. (JY)

ED 051 661 EM 009 014
Prowitt, Marsha O'Bannon
Guide to Citizen Action in Radio and TV.
United Church of Christ, New York, N.Y.
Pub Date 71

Note—44p.
Available from—Office of Communication, United Church of Christ, 289 Park Avenue South, New York, N.Y. 10010 (Free; in bulk 150)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, Broadcast Television, Citizen Participation, *Citizen Role, Civil Liberties, Commercial Television, Community Action, Community Role, Employment Practices, Federal Laws, Freedom of Speech, *Programing (Broadcast), Public Television, Racial Discrimination, *Radio, *Social Action, *Television
Identifiers—FCC, *Federal Communications Commission

The Federal Communications Act of 1934 states that broadcast stations must operate "in the public interest, convenience, and necessity." Seeing that they do so is largely the responsibility of citizen groups. The purpose of this guide is to show how to counter broadcaster violations concerning extremist propaganda, commercials, personal attacks on individuals and groups, lack of public affairs or news programming, inadequate childrens' programming, bias in news programming, and discrimination in programming and employment. Federal standards for programming and performance are described. Then, the means by which citizens may determine if their broadcasting stations are violating these standards and action that can be taken in such cases are discussed. Non-legal action includes complaints or suggestions to the stations, organized letter-writing and public relations campaigns, and organized negotiations with the stations. Legal action includes a petition to deny the station renewal of its license. (JK)

ED 051 662 EM 009 016
Kehoe, Vincent J-R
The Technique of Film and Television Make-Up For Color and Black and White. Revised Edition.
Pub Date 69
Note—280p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($16.50)
Document Not Available from EDRS.
Descriptors—Dramatics, *Film Production, Lighting, *Production Techniques, *Special Effects, *Television, Television Lighting, *Theater Arts

This book is a complete guide to make-up for film and television productions. As such, it emphasizes how make-up will look under the lighting systems that filming requires. Beyond that, however, it is useful to those doing make-up in stage productions as well. It begins with discussions of facial anatomy and of the tools in the make-up kit. Then instructions are given for applying both straight and corrective make-up, as well as make-up for character parts, age parts, racial and national types, and period and historical characters. Special character types like witches and clowns are also discussed. Materials for producing special effects are described. Drawings and photographs of the make-up process illustrate correct procedures. (JK)

ED 051 663 EM 009 023
Lewis, Colby
The TV Director/Interpreter.
Pub Date 68
Note—255p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($8.95, paperback $5.95)
Document Not Available from EDRS.
Descriptors—Broadcast Television, Color Television, Commercial Television, Educational Television, *Production Techniques, *Sound Tracks, *Television, *Television Lighting, *Textbooks, Video Equipment

The television director's job is to convey the meaning of the action which passes before his camera so that it is clear, its content is engrossing, and its presentation achieves the desired result. This textbook concentrates on the pictures and flow of action which are the director's tools for achieving his effect. The emphasis is on pictorial composition of each shot and transition between shots, rather than on the quality of acting which the director helps the performers achieve. Each chapter presents and explains a series of elementary rules, concerning, for example, the placement of the camera to achieve visual clarity. Most of the book concerns visual communication and camera use, but a chapter is also devoted to audio techniques. (JK)

ED 051 664 EM 009 042
Soifer, Jack And Others
Training of Personnel for Educational Television. Initial Report.
National Center on Human Resources, Rio de Janeiro (Brazil).
Spons Agency—Ministry of Planning and General Coordination, Rio de Janeiro (Brazil).
Report No—IPEA-CNRH-122
Pub Date Sep 70
Note—48p.; Translated from the Portuguese
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, *Educational Needs, Educational Planning, Electronic Technicians, *Instructional Television, Media Technology, *Personnel Needs, *Technical Assistance, Technical Education, Television Teachers
Identifiers—*Brazil

The Brazilian government, recognizing the benefits to be gained from instructional television (ITV), established the Advanced System of Educational Technologies (SATE). SATE conducted a study of educational television in Brazil in order to determine the actual needs for trained ITV personnel and, using these results, devised a training program. A review of ITV programing in Brazil supported their forecast that a production capacity of 24.5 hours of new programs per week was possible by 1972 utilizing the existing or planned ITV centers. The recommended size, composition, and function of ITV production teams was defined. The profected production capacity coupled with the recommended ITV team formed the basis for an estimate of personnel needs. Two training programs were then projected: one which would permit upgrading the skills of existing personnel and one which would not. A survey of existing training facilities and personnel showed that suitable physical facilities were available but that international cooperation would be necessary to staff and fund the training program, especially in its initial stages. The entering capacilities of trainees were identified and the costs involved in the training program were estimated. (JY)

ED 051 665 24 EM 009 043
Clutterham, D. R.
A Method for Evaluating Student Progress in Undergraduate Computer Science By Use of Automated Problem Sets. Final Report.
Florida Inst. of Tech., Melbourne.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-D-080
Pub Date 31 Jan 70
Grant—OEG-4-8-070080-0015-057
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Automation, Computer Assisted Instruction, Computer Programs, *Computer Science Education, *Grading, *Instructional Aids, Programing, *Simulators, *Student Evaluation

As an instructional aid for beginning computer science courses, two systems are described which permit the automatic diagnosing and grading of student prepared problems. The first system, called SIM 610, is based on a simulator which performs by actually running student programs prepared for a simple tutorial computer used in the classroom. The simulator, which will run on any computer with even a limited FORTRAN IV capability, simulates a single address, six decimal machine with 15 basic instructions, nine index registers, and 1000 memory locations. It is capable of taking any problem and a solution prepared by the instructor and using that solution as a standard against which student problems and solutions are automatically compared and graded. The instructor can specify the weighting of factors he considers important in the grading. Diagnostic information is provided to the student on practice runs. A second system, called an Assembly Monitor, provides for the running of student machine language programs on any IBM 1130 computer. It provides a protection system against novice programers destroying resident programs and, in addition, supplies debugging aids and a grading system very much like that for SIM 610. (JY)

ED 051 666 72 EM 009 044
Jacobs, Paul I.
The Development, Use and Evaluation of Self-Instructional Programs in Israel.
Henrietta Szold Inst., Jerusalem (Israel).
Spons Agency—Ruth Bressler Center for Research in Education, Jerusalem (Israel).
Report No—P-460; RR-115
Bureau No—BR-5-1406
Pub Date Jan 68
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Culturally Disadvantaged, Elementary School Mathematics, *English (Second Language), *Low Ability Students, *Mathematics Instruction, *Programed Instruction, Programed Materials, Program Evaluation, Secondary School Mathematics, Teacher Attitudes, Teaching Methods
Identifiers—*Israel

The use of programed materials to instruct culturally disadvantaged Israeli children in mathematics and in English was evaluated. The primary focus of the study was an evaluation of two mathematics programs--one adapted from an American program and one developed locally for teaching mathematics to low-ability elementary-school students. The teachers who used these programed materials had little training or experience in using programed materials. On the whole, the programed materials were successful in teaching the subject and were helpful in eliminating the large difference between low- and high-ability students. In an ex post facto study of students in a vocational high school who had used programed mathematics materials, similar results were found. A few introductory lessons in English as a foreign language were developed and tried out informally on two fifth-grade students with limited success. These studies suggest, in particular, that the two mathematics programs developed thus far may be used to an advantage in Israeli schools with large populations of culturally deprived students and, in general, that further development of programed materials for use at the elementary and the high school level in Israel is warranted. (JY)

ED 051 667 64 EM 009 045
Biggy, M. Virginia
The Identification, Coordinated Exchange, and Distribution of Quality Instructional Television Programming in the Northeast Region. Final Report.
Eastern Educational Network, Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0266
Pub Date May 67
Contract—OEC-5-16-031
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Film Libraries, Information Dissemination, *Instructional Television, *National Organizations, Pilot Projects, Programing (Broadcast), *Regional Cooperation, *Regional Programs, Telecourses, Television Curriculum
Identifiers—*Instructional Television Library Project, National Center for School and College Television

In order to coordinate the efforts of the Northeast Regional Instructional Television Library Project and the National Center for School and College Television, an advisory board with an interlocking membership was formed. The National Center, through this board, will review, acquire, and disseminate completed instructional television (ITV) courses. The staff of the Project in conjunction with curriculum committees, instructional television personnel, and school service personnel developed three series of programs which will be produced when funds are available: social studies for elementary school students, humanities for secondary school students, and educational news for teachers. Quality ITV programs produced in the northeast region were identified for possible distribution and exchange through the Eastern Educational Network. The Project coordinated such information dissemination activities as demonstrations, workshops, and newsletters and also aided in the evaluation of instructional television programs throughout the Northeast Region. The goal of the Project is a self-supporting regional instructional television service. (JY)

ED 051 668 EM 009 047
Merrill, Paul Felshaw
Interaction of Cognitive Abilities with Availability of Behavioral Objectives in Learning a Hierarchical Task by Computer-Assisted Instruction.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-5
Pub Date May 70
Note—107p.; Thesis submitted to the University of Texas; see also EM 009 053
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavioral Objectives, *Cognitive Ability, *Computer Assisted Instruction, Discovery Processes, Learning Processes, Performance Factors, *Reaction Time, Time Factors (Learning), Transfer of Training
The effects of the availability of behaviorally stated objectives on the learning process were studied. It was hypothesized that objectives would serve as orienting stimuli which would help students to attend to, process, and organize relevant aspects of displayed information in accordance with stated objectives. Therefore, the presentation of objectives was expected to reduce the number of examples and the amount of time required to learn the task, to facilitate performance on transfer retrieval criterion measures, and to reduce the requirements for memory and reasoning abilities. The learning task consisted of a hierarchical imaginary science called the science of Xenograde systems (see EM 009 053). It was presented by an IBM 1500/1800 computer-assisted instruction system to 130 introductory educational psychology and science education students. Subjects were randomly assigned to an example-only group, an objective-example group, a rule-example group, or an objective-rule-example group. A significant rule effect was found in that the rule groups needed less time and fewer examples than the no-rule groups. Objectives significantly reduced the number of examples required to learn the task, but did not reduce total latency. Objectives and/or rules also effected a reduction in the requirement for reasoning ability. (Author/JY)

ED 051 669 EM 009 053
Bunderson, C. V. Dunham, J. L.
Research Program on Cognitive Abilities and Learning. Final Report.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date Dec 70
Note—57p.; See also EM 009 047
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Ability, Computer Assisted Instruction, *Concept Formation, Conceptual Schemes, *Discovery Processes, Individual Differences, Individualized Instruction, *Instructional Design, Intellectualization, *Learning Processes, *Research Projects, Sequential Learning, Task Analysis, Transfer of Training
The major results and conclusions of a program of research concerned primarily with the relationship of cognitive abilities to learning are summarized. The major purpose of this research was to develop theorems of instruction related to the interaction of task variables and individual difference variables and to develop them in a manner relevant to the instructional designer's task. The studies focused on the relationship of cognitive abilities to the learning of concepts and rules and to the learning of an imaginary science of "Xenograde systems." The goal was to establish a theoretical and methodological continuum from simple concept learning, through the learning of a complex system of concepts and rules, to a set of instructional design procedures which permit transfer of this knowledge into practice. On the basis of the studies a model for research in this area was recommended, cognitive processes relevant for concept and rule learning were defined, and a hypothesis construction model of simple concept learning was outlined, along with proposed theoretical considerations for more complex concept learning and specific recommendations for instructional design utilizing differences in intellectual abilities. (Author)

ED 051 670 EM 009 057
Olivier, William P.
Program Sequence by Ability Interaction in Learning a Hierarchical Task by Computer-Assisted Instruction.
Texas Univ., Austin. Computer-Assisted Instruction Lab.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-4
Pub Date Mar 71
Note—110p.; Thesis submitted to the University of Texas; See also EM 009 053
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Abstract Reasoning, *Cognitive Ability, Computer Assisted Instruction, Concept Formation, Discovery Processes, Doctoral Theses, Factor Analysis, *Individualized Instruction, Inductive Methods, *Instructional Design, Intellectualization, Memory, *Sequential Approach, *Task Analysis, Teaching Methods
The roles of (1) the sequence of instruction and (2) cognitive ability variables were investigated using a computer-assisted instruction (CAI) course on an imaginary science of "Xenograde systems." A rationale for an information processing task analysis was developed to overcome the deficiencies of other analytic methods. The new method was found to have good reliability of sequence determination. An index, called the hierarchical sequence conformity index (HSCI), was constructed for quantifying the degree of conformity of the sequence of a particular presentation to the sequence determined by the information processing task analysis. When the HSCI was used to study the effect of three cognitive abilities (induction, reasoning, and memory) the results indicated that: induction appeared to contribute to performance on disordered sequences of instruction, reasoning ability affected performance on self-selected sequences, and memory appeared to have no effect on performance. Since selection of one's own sequence did not produce an increase in performance or interest, a predetermined hierarchical sequence may achieve the desired instructional goal as efficiently. (Author/JY)

ED 051 671 52 EM 009 058
Reintjes, J. F. And Others
Microfilm Viewer Experiments. Final Report.
Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0825
Pub Date 31 May 71
Grant—OEG-0-9-310825-3716(095)
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Design Needs, *Equipment Evaluation, Glare, *Magnification Methods, Microfiche, *Microform Readers, *Optics
Two new designs for microfilm viewers are described. Both viewers are front projection viewers utilizing matte surface display screens. One viewer with an adjustable horizontal screen has a normal magnification rate and is mounted on a desk top. The other viewer has a high (4x) magnification rate in a mini-theater configuration with remote microfiche positioning controls. The matte surface screen is believed to be an improvement over conventional screens. Both viewers utilize conventional projection optics to maintain image contrast in controlled lighting environments. Interference between the user and the projected light is virtually eliminated by oblique projection achieved by simple, practical techniques. A survey of users shows a marked preference for the mini-theater viewer over conventional near projection viewers. Two control modes for positioning microfiche were developed for the mini-theater viewer: a velocity-control system and a position-control system. A comparison of these two modes shows that users prefer the position-control system. A survey of fiber optics, photochromic materials, and conventional optics for possible use in a small portable, and self-powered viewer shows that conventional optics with clever packaging will best meet the design needs. (JY)

ED 051 672 EM 009 065
Gipson, Joella
Use of Computer Assisted Instruction for Teaching Mathematics to the Disadvantaged.
Pub Date [71]
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, *Culturally Disadvantaged, *Disadvantaged Youth, Intelligence Differences, *Mathematics Instruction, Mental Development, Remedial Instruction, Student Attitudes, Teacher Attitudes
The instructional needs of culturally disadvantaged students must be differentiated from the needs of slow learners and from the needs of mentally retarded children. The characteristics of a disadvantaged student's family structure, home environment, and neighborhood all affect his learning potential. The special needs of disadvantaged students suggest that, particularly in the field of mathematics instruction, modern electronic technology will be helpful. Computers may be especially useful in that they allow the program of instruction to be individualized to suit the student's needs. Experience with computer-assisted instruction (CAI) drill-and-practice programs such as those developed by the Institute for Mathematical Studies in Social Science, by the IBM Watson Research Center, and by RCA indicates that improvements in performance and student and teacher attitudes may be expected when CAI is used with disadvantaged students. CAI can be useful in overcoming negative teacher attitudes toward disadvantaged students, in teaching students to follow instructions, and in stimulating student interest. CAI would seem to be an important tool to be used to overcome learning problems created by a deprived environment. A table listing CAI programs for the disadvantaged is provided. (JY)

ED 051 673 EM 009 070
Eraut, Michael, Comp. Squires, Geoffrey, Comp.
An Annotated Select Bibliography of Educational Technology.
Spons Agency—National Council for Educational Technology, London (England).
Pub Date 71
Note—98p.
Available from—Books for Schools Limited, Councils and Education Press Ltd., 19 Queen Anne Street, London W1M 9LD, England
Document Not Available from EDRS.
Descriptors—Art Education, Audiovisual Aids, *Bibliographies, *Curriculum Development, Educational Equipment, Educational Facilities, Educational Games, Educational Research, *Educational Technology, *Instructional Materials, Instructional Television, Language Instruction, Media Selection, Philosophy, Programed Instruction, Reading Instruction, Religion, Resource Allocations, Science Instruction, Simulation, Social Studies, Systems Approach, *Teaching Methods
A reference list of about 1,000 items which treat various aspects of educational technology has been compiled. Most of these items are books and articles, but some films, tapes, and slides are included as well. The items are divided into about seventy headings, under eight main categories: general, factors affecting curriculum decisions, managing resources, development of curriculum and materials, specific curricular subject areas, teaching or presentation methods, devices and media, and buildings and fixtures. Under each heading the items are listed alphabetically by author. Each entry gives the author, title, publisher, date of publication, and number of pages (length). The larger sections contain an annotation which attempts to place the listed works in perspective. Two coordinate indexes are provided which allow the reader to approac the lists from the standpoints of subject area or level of instruction. An author index and a journal index are also provided. It should be noted that this is a British publication and, as such, includes both British and American items. (JY)

ED 051 674 EM 009 072
Bjerstedt, Ake
System Analysis in Instructional Programming: The Initial Phases of the Program Construction Process.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Report No—R-30
Pub Date Apr 71
Note—112p.; Didakometry series, Vol I
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Autoinstructional Methods, Behavioral Objectives, Closed Circuit Television, Computer Assisted Instruction, Educational Psychology, Evaluation Techniques, Individual Characteristics, *Instructional Systems, Learning Theories, *Program Development, *Programed Instruction, Programed Materials, Programed Texts, *Programing, Structural Analysis, *Systems Approach, Teaching Machines, Video Tape Recordings
A three-volume series describes the construction of a self-instructional system as a work process with three main phases: system analysis, system synthesis, and system modification and evaluation. After an introductory discussion of some basic principles of instructional programing, this first volume focuses on the system analysis phase, describing some major sub-phases within the program construction process. The current trends in the choice of areas where instructional programing may be used are identified. A systematic method of determining instructional goals is recommended: first searching for goals with empirical and comprehensive means, then focusing on goals which are behavior oriented and non-conflicting, and, finally, adjusting goals in a series of successive, post-checking revisions. The necessity for an analysis of the special characteristics of the intended student population and the external restrictions on the use of the study material is stressed. Some procedures for examining the logical and psychological structure of the subject matter are presented. The mechanical and non-mechanical devices available to present an instructional system are described and evaluated, including programed texts, closed-circuit television, and teaching machines. See also volume two (EM 009 073) and volume three (EM 009 074). (JY)

ED 051 675 EM 009 073
Bjerstedt, Ake
System Synthesis in Instructional Programming: The Intermediate Phases of the Program Construction Process.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Report No—R-32
Pub Date May 71
Note—84p.; Didakometry series, Vol II
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Branching, Constructed Response, Covert Response, *Feedback, *Instructional Systems, Linear Programing, Models, Overt Response, *Programed Instruction, *Programing, Prompting, Relevance (Education), *Response Mode, Sequential Approach, Systems Approach
In this second volume of a three-volume series on the construction of self-instructional systems, the system synthesis phase is described and directions are given for the construction of a preliminary system version. In order to aid the program constructor in establishing the correct sequence of instruction, various models of programing are outlined, including the prototypical models of Skinner and Crowder, linear models, micro- and macro-branching models, and completely student-adapted models. A flow model is suggested which starts from the subject matter content and includes considerations of terminal behavior characteristics and of the characteristics of the student population. The problem of determining the proper information component for each instructional unit is examined, with special emphasis on the questions of step size, prompting, and the use of fading technique. The advantages and disadvantages of such response factors as overt response, covert response, errors, constructed responses, multiple-choice responses, relevance, and position in the text are explored. The importance of providing the correct type and quantity of result indications is stressed. See also volume one (EM 009 072) and volume three (EM 009 074). (JY)

ED 051 676 EM 009 074
Bjerstedt, Ake
System Modification and Evaluation in Instructional Programming: The Final Phases of the Program Construction Process.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Report No—R-33
Pub Date May 71
Note—130p.; Didakometry series, Vol III
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Technology, *Evaluation Criteria, *Evaluation Techniques, Glossaries, *Instructional Systems, Manuals, Measurement Techniques, Motivation, *Programed Instruction, *Program Evaluation, Program Improvement, Retention, Systems Approach
In this final volume of a three-volume series on the construction of self-instructional systems, the focus is on various aspects of post-construction control and improvement. As the first step in this phase, the process of polishing the material by checking for readability, integration, retention, and motivation is described and some of the aids to be used in this checking phase are suggested. A description of empirical procedures is included to emphasize the need for systematic revision techniques. Some examples are presented of relevant variables and systematic mapping devices which aid in evaluation. Combinations of revision criteria are reviewed and a few special measures to reduce student boredom are suggested. The final task in program construction, compiling a program manual, is detailed with a catalog of the categories of information common to any program manual. A check list is provided to facilitate the assessment and comparison of existing programs. A glossary defines terms used in programed instruction and educational technology. See also volume one (EM 009 072) and volume two (EM 009 073). (JY)

ED 051 677 EM 009 075
Forest Service Films Available On Loan For Educational Purposes to Schools, Civic Groups, Churches, Television.
Forest Service (DOA), Washington, D.C.
Report No—FS-31
Pub Date Mar 71
Note—40p.; Slightly revised
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Catalogs, *Conservation Education, Environmental Education, *Films, Fire Protection, *Fire Science Education, Forestry, Guides, Job Training, Land Use, *Recreational Facilities, Safety Education
Identifiers—*United States Forest Service
Over 100 films prepared by the Forest Service are listed in this catalog. Sixty-five general interest films and seven "Smokey the Bear" fire prevention films are available on loan, free of charge, to the public. Twenty-nine Forest Service training films are also listed which are not available for public use except under special circumstances. All films are sound on film. The catalog lists each film alphabetically by its title and describes its content, running time, intended audience, and date of release. Films not cleared for television are so noted. The topics of the films range from historical descriptions of National Forests, to land management, fire fighting, and sound logging practices. Complete ordering information is presented, including the addresses of regional and state film libraries which distribute the films. (JY)

FL

ED 051 678 FL 002 226
Portuguese Basic Course. Volume VII, Lessons 61-70.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Pub Date Mar 71
Note—150p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Advanced Programs, Cultural Education, Geography, Grammar, History, Instructional Materials, *Language Instruction, Latin American Culture, *Luso Brazilian Culture, *Modern Languages, *Portuguese, *Textbooks
Identifiers—*Brazil
This text, an introduction to the advanced phase of the course, focuses on instruction of the geography and history of Brazil, the development of reading and writing skills, and the expanded use of audiolingual skills in diverse and student-selected situations. Lessons consist of a grammar review topic, a narrative, and a list of new vocabulary. The contents of the units cover: (1) the natural resources, geography, and discovery of Brazil; (2) early days of colonization; (3) formative years; (4) Indians of Brazil; (5) three centuries of colonization; and (6) Brazil as a colony, empire, and republic. Grammatical material focuses on sentence structure, direct and indirect objects, and prepositions. A glossary of Portuguese-English and English-Portuguese is included. (RL)

ED 051 679 FL 002 230
Dugas, Andre And Others
Description syntaxique elementaire du Francais inspiree des theories transformationnelles (Introductory Syntactic Description of French Based on Transformational Theory).
Canada Council, Ottawa (Ontario).; Quebec Univ., Montreal.
Spons Agency—Canada Council, Ottawa (Ontario).
Pub Date Sep 69
Note—287p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Applied Linguistics, Deep Structure, Descriptive Linguistics, *French, *Grammar, Modern Languages, Structural Grammar, *Structural Linguistics, Surface Structure, *Syntax, *Transformation Generative Grammar, Transformation Theory (Language)
This syntactic study of French emphasizes analysis of the theory underlying the actual description of the language and techniques used in the derivation of the theory. The work, containing four major sections, includes: (1) a guide to base components, (2) symbolic notation, (3) grammar, and (4) transformations. Grammatical rules for "syntagmes," subcategorization, and transformational components precede extensive material on the specific rules of subcategorization. These rules pertain to subcategorization of "P", the verb, the preposition, modifiers, nouns, adverbs, articles, and the noun group. The fourth section deals with precyclical, cyclical, and postcyclical transformations. Appendixes contain: (1) the Chomskian concept of language, (2) analysts and synthesizers, (3) recursiveness in the base components, (4) prenominal determiners, and (5) the definite article and the referential indice. Frequent use of diagrams illustrates syntactic theory. (RL)

ED 051 680 FL 002 236
Natalicio, Diana S. Williams, Frederick
Repetition as an Oral Language Assessment Technique. Final Report.
Texas Univ., Austin. Center for Communication Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 71
Grant—OEG-0-70-1878-715
Note—154p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American English, Child Language, English, Ethnic Groups, Language Ability, Language Development, Language Fluency, Language Handicapped, Language Proficiency, Language Standardization, Mexican Americans, *Negro Youth, *Primary Grades, Spanish, *Spanish Speaking, *Speech Evaluation, *Standard Spoken Usage, Student Evaluation
The aim of this study is to assess the degree to which sentence imitations of Negro and Mexican-American children (grades K-2) could be used as a basis for language evaluation. Tapes of 10 Negro and 10 Mexican-American children who had responded to a set of commercially available test materials were evaluated by panels of experts. Evaluations for both groups were in terms of judgments concerning language

dominance, Standard American English (SAE) comprehension, SAE production, SAE phonology, SAE intonation, SAE inflections, SAE syntax, language pathologies, and predictions of reading achievement. In addition, the Mexican-American children were evaluated on Spanish comprehension, Spanish production, Spanish phonology, Spanish intonation, and Spanish syntax. For each scaled evaluation, evaluators provided a description of their bases for judgment. Evaluators responded to open-ended questions regarding instructional needs, reading achievement, and overall reactions. Results of the study are interpreted primarily for application in the training of personnel to undertake language evaluations of primary school children using sentence imitation materials. (Author/RL)

ED 051 681 FL 002 239
Fuentes, Irma And Others
Spanish for Spanish-Speaking Students.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 70
Note—171p.; Curriculum Bulletin 1969-70 Series, No. 16
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Basic Skills, Bibliographies, Communication Skills, Cultural Education, *Curriculum Guides, Ethnic Groups, Grammar, *Language Instruction, *Latin American Culture, Modern Languages, Pronunciation, Puerto Rican Culture, Puerto Ricans, *Spanish, *Spanish Speaking, Structural Grammar, Syntax, Teaching Guides, Vocabulary Development
This curriculum bulletin, completely in Spanish, is intended to serve as a guide to teaching Spanish and the culture of Spain and the Latin-American countries to students who come from Spanish-speaking homes. The bulletin presents an accelerated course of study for the first year and includes the vocabulary idiomatic expressions, and structures prescribed for Levels 1 and 2 in the "New York City Foreign Language Program for Secondary Schools: Spanish, Levels 1-5." In addition to developing the four communication skills, the course aims at refining and improving the student's knowledge of Spanish by enriching his vocabulary, perfecting his pronunciation, eliminating errors in syntax, and discouraging anglicisms. In the sections on Spanish and Latin-American culture, emphasis is placed on Puerto Rico and its history. A vocabulary list, bibliography, and appendix containing cultural materials are included. (Author/RL)

ED 051 682 FL 002 240
Russian: Basic Course. Volume VII, Lessons 36-39.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-01RU47
Pub Date Apr 71
Note—149p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, *Basic Skills, Cartoons, Conversational Language Courses, Cyrillic Alphabet, *Grammar, *Intensive Language Courses, Language Instruction, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
Each of the four lessons in this volume of basic Russian curriculum materials developed by the Defense Language Institute is arranged in six sections. They include: (1) structural features; (2) basic text--reading and narration; (3) grammar--homework; (4) structural drills--translation; (5) conversation--questions, answers, and interpreting; and (6) vocabulary--words and vocabulary check. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 683 FL 002 249
Bigelow, Donald N. Legters, Lyman H.
NDEA Language and Area Centers: A Report on the First Five Years.
Office of Education (DHEW), Washington, D.C.
Report No—OE-Bull-56016-1964-41
Pub Date 64
Note—138p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Area Studies, Colleges, Cross Cultural Studies, *Federal Aid, Federal Government, Federal Programs, Field Studies, Financial Support, Government Role, Graduate Study, *Higher Education, *Language and Area Centers, *Language Instruction, Non Western Civilization, *Second Language Learning, Uncommonly Taught Languages, Universities
Identifiers—*National Defense Education Act
This report documents a broad category of information concerning the first five years of the National Defense Education Act of 1958. Included in the report are the following chapters: (1) concept and practice in non-western area studies, (2) the language and area centers program, (3) impact of the centers program, (4) outlook for the program, and (5) a selected bibliography. Extensive information on government policy, uncommonly-taught language programs, the Chicago Seminar of the Committee on Summer Programs, enrollment data, and government funding is provided in the appendixes. (RL)

ED 051 684 FL 002 256
Gougher, Ronald L., Ed. Bockman, John, Ed.
Individualization of Foreign Language Learning in America, I.
West Chester State Coll., Pa.
Pub Date Dec 70
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Techniques, Educational Innovation, Individual Instruction, Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Instructional Program Divisions, *Language Instruction, *Modern Languages, Newsletters, Program Descriptions, *Teaching Methods, Teaching Techniques
This newsletter, devoted to the topic of individualization of foreign language instruction in America, contains a series of statements by prominent educators expressing their endorsement of the theory implied in this increasingly popular mode of instruction. A summary of general curriculum guidelines governing educators in the State of Pennsylvania in this area is included. Descriptions of two high school programs (Mountain View High School, California; and Live Oak High School, Morgan Hill, California) conclude the newsletter. (RL)

ED 051 685 FL 002 258
De Gaetano, Armand L.
Languages and Intercultural Relations: Considerations for a Unit on Our Italian Heritage.
Pub Date 30 Oct 70
Note—10p.; Paper presented at the Michigan Foreign Language Teachers Association Conference, Detroit, Michigan, October 30, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Colleges, Contrastive Linguistics, Cultural Awareness, Cultural Background, Cultural Context, *Cultural Education, *Cultural Interrelationships, Curriculum Development, *Curriculum Planning, History, *Italian, *Language Instruction, Romance Languages, Secondary Schools
A review of historically and sociologically significant cultural interrelations between Italy and its language and the world commences with a historical sketch from the Roman period. The author examines reasons for the rebirth of interest in Italian culture and suggests that the best approach to developing an appreciation of the culture is the study of the language. Concluding remarks present an outline for a study unit on Italian culture including: (1) pre-Roman period; (2) Rome; (3) Middle Ages; (4) Renaissance; (5) Baroque, Neoclassical, and Romantic periods; (6) Italians in the United States of America; (7) twentieth century influences; and (8) contrastive linguistic study of English and Italian. A bibliography is included. (RL)

ED 051 686 48 FL 002 259
Nussbaum, Loren V. And Others
Dakar Wolof: A Basic Course.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-7707
Pub Date 70
Contract—OEC-0-9-097707-4406-014
Note—470p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*African Languages, Audiolingual Methods, Basic Skills, *Curriculum Guides, Grammar, Instructional Materials, *Language Instruction, Language Learning Levels, Lesson Plans, *Modern Languages, Teaching Guides, Textbooks, *Wolof
Identifiers—*Dakar, *Senegal
This basic course in Dakar Wolof, based on the "Introductory Course in Dakar Wolof" by William A. Stewart, et al. (1966), is designed to be taught audiolingually by a native speaker of the language. It is suggested that the class meet three or more hours per day with size limited to six to 10 students. Dakar Wolof, which is not a "written" language, is the dialect of Wolof currently used in Dakar, Senegal and is the predominant language of two ethnic groups, the Wolofs and the Lebus. The text is comprised of 74 lessons. The even-numbered lessons focus on social interaction (e.g. greetings, classroom phrases, language learning tools, and explorations of the immediate environment), while the odd-numbered lessons concentrate on the development of grammatical understanding of the language. Textual materials conclude with a vocabulary list of words in Wolof with English equivalents. (RL)

ED 051 687 FL 002 260
Lipton, Gladys C., Ed. Spaar-Rauch, Virginia, Ed.
FLES: Patterns for Change. A Report by the FLES Committee of the American Association of Teachers of French.
American Association of Teachers of French.
Pub Date 28 Dec 70
Note—128p.; Report presented in New Orleans, Louisiana, December 28, 1970
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. ($4.00)
Document Not Available from EDRS.
Descriptors—Anthropology, Audiolingual Methods, Audiovisual Aids, Audiovisual Instruction, Educational Innovation, Educational Theories, Elementary Education, *Fles, *Fles Programs, *Fles Teachers, Inservice Teacher Education, Instructional Innovation, *Language Instruction, Language Programs, Modern Languages, *Teacher Education, Teaching Methods
This annual report considers major changes in education in general and offers numerous suggestions to FLES teachers, supervisors, and administrators for revamping current FLES programs in the light of current socioeconomic pressures. Articles pertaining to two broad areas--alternatives in FLES programs and in training FLES teachers--include: (1) "FLES in Louisiana--Progress and Promise." (2) "Suggested Application of Innovations to FLES Programs," (3) "Innovations, the Changing Goals of Education and FLES," (4) "Common Goals of FLES and Anthropology," (5) "In the FLES Classroom-A Change in Approach," (6) "The Preparation of FLES Teachers," (7) "The FLES Teacher and Audio-Visual Equipment and Materials," and (8) "In-Service Training for the FLES Teacher." The names and addresses of members of the FLES Committee of the American Association of Teachers of French for 1970 are listed. (RL)

ED 051 688 FL 002 261
Rowe, Pauline
Textbooks for English as a Second Language: An Annotated Bibliography.
Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Basic Skills, Bibliographies, *English (Second Language), Grammar, Instructional Materials, Literature, Reading Materials, Reading Material Selection, Reading Skills, *Second Language Learning, Speech Skills, *Textbooks, Textbook Selection, Writing Skills

This publication contains an annotated list of teaching materials for use in English-as-a-second language (ESL) classes at the secondary school level. The items are classified under the following categories: (1) basic texts; (2) audiovisual aids; (3) supplementary skills development--general, oral, writing, and grammar practice; and (4) reading texts for beginning, intermediate, and advanced students. Annotations include organization of the book, its content, unusual features, suggested use, and ability level. (RL)

ED 051 689 FL 002 264

Kollaritsch, Jane

Success of Black Students in Foreign Languages.

Pub Date [71]

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, College Majors, *College Students, Grade Point Average, Grade Prediction, Grades (Scholastic), Language Instruction, Language Programs, *Modern Languages, Negro Education, Negroes, *Negro Students, *Second Language Learning

This study investigates the hypothesis that black students at Ohio State University who enroll in foreign language courses attain significantly higher grades in foreign languages than in any of their other major academic subjects. Also, five other major academic areas and eight different foreign languages taken by the sample students were tested for significance of difference between their grade point average in each and their overall grade point average. The data were tested by rank and sex of the students. Results support the major hypothesis. Tables of statistical data provide information which supports the findings. (Author/RL)

ED 051 690 FL 002 265

Benevento, Jacqueline

Developing End-of-Year Student Performance Objectives in a Secondary School Foreign Language Program.

New Jersey Modern Language Teachers Association.

Pub Date Feb 71

Note—5p.

Journal Cit—New Jersey Foreign Language Notes; v13 n2 p1, 3, Dec 1970; v13 n3 p3 Feb 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, Audiolingual Skills, Basic Skills, Cultural Education, *Educational Objectives, Enrollment Trends, Expectation, French, *Language Instruction, Language Learning Levels, Modern Languages, Motivation, Performance Criteria, Performance Specifications, *Secondary School Students, Spanish, Student Attitudes, *Student Motivation, *Surveys

Discussion of student attitudes toward sequential language programs focuses on high dropout levels characterizing current enrollment trends in the U.S. A questionnaire, designed to study student expectations towards linguistic achievement in five areas of instruction (listening, speaking, reading, writing, and customs) was completed by a selected number of secondary school students in Collingswood, New Jersey. For each of the areas of competence, students had the opportunity to select one of six levels of proficiency they expected to attain at a given period of instruction in the four-year program. The questionnaire surveys the attitudes of students of French and Spanish. A frequency tabulation of responses to the questionnaire is included. The author recommends the use of this questionnaire as a means of improving student motivation and of clarifying performance objectives of language programs. (RL)

ED 051 691 FL 002 266

Williams, Frederick, Ed. And Others

Analysis of Production Errors in the Phonetic Performance of School-Age Standard-English-Speaking Children. Final Report.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 70

Grant—OEG-32-15-0050-5010-607

Note—98p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American English, *Articulation (Speech), Child Development, *Child Language, Elementary School Students, Language Arts, Language Development, Language Patterns, Language Research, Phonetic Analysis, *Phonetics, Speech, *Speech Habits, Speech Tests, Verbal Development

This study is concerned with misarticulated speech sounds of children and the phonetic realization of these sounds. The articulation errors of 384 standard-English-speaking school children were analyzed in speech samples obtained by the National Speech and Hearing Survey and were samples of both free speech and of performance on the Goldman-Fristoe Test of Articulation. Error rates and incidence of various types of errors (omissions, distortions, and substitutions) by grade level were noted. The major thrust of the investigation, however, was an attempt to explain the substitution errors in the sample using the constructs of distinctive feature theory and markedness theory. The hypothesis presented in and confirmed by this study is that when substitution errors occur, less complex phonemes will be substituted for more complex ones. The data analyzed in the present study suggest that substitutions are governed in part by a tendency toward ease of articulation with constraints imposed upon substitutions by a tendency to maximize perceptual distinctions in the speech output. The phonetic features themselves were found to be of varying degrees of stability. Tables and charts are included. (Author/RL)

ED 051 692 FL 002 268

Bockman, John F., Comp.

Lives and Thoughts of All Peoples of All Times from the Gila River to the Rio Yaqui: A Source Bibliography for Regional Language and Culture Instructional Materials.

Tucson Public Schools, Ariz.

Pub Date Jul 71

Note—71p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Studies, Bibliographic Citations, *Bibliographies, Books, Cross Cultural Studies, Cultural Differences, *Cultural Education, Cultural Pluralism, Culture Contact, Geographic Regions, Instructional Materials, *Reference Materials, *Spanish Speaking

This compilation lists more than 900 references to books, journals, and manuscripts which focus on the lives of the inhabitants of the western and southwestern area of the United States of America. Bibliographical data, including sources, are provided. The documents are largely written in the twentieth century. (RL)

ED 051 693 FL 002 270

Bhatia, Sugan Chand

Teaching English in India.

Pub Date [71]

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Attitudes, *English (Second Language), *Hindi, Indo European Languages, *Language Instruction, Language Planning, *Language Programs, Language Standardization, Modern Languages, *National Programs, Sociocultural Patterns

Identifiers—*India

Proposed and actual constitutional changes made in 1963 and 1965 concerning the status of English in India are discussed in the light of nation-wide sociological implications. The author examines the position of Hindi and English as the official languages of the nation and comments on the continuing importance of English as the language of employment in both the official and private sectors. Theoretical aspects of English instruction are reviewed and the predominant position of reading and writing skills in the curriculum is underscored. (RL)

ED 051 694 FL 002 274

Whitaker, H. A.

A Model for Neurolinguistics.

Essex Univ., Colchester (England). Language Centre.

Report No—Occas-Pap-10

Pub Date Dec 70

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Language Development, *Language Patterns, Language Research, Linguistics, *Linguistic Theory, Motor Development, *Neurological Organization, *Neurology, Psycholinguistics, Psychological Studies, Psychomotor Objectives, Verbal Development

Noting that linguistics and the neurological sciences have developed independently, this paper presents a coordinated approach to man's understanding of language, cognition, and mind. A neurological model is developed following a discussion of the rationale of such an approach. Chapters include: (1) the relation of neurological evidence to models of language, (2) a schematic model of language, (3) functional anatomy of the central language system, (4) functional anatomy of the peripheral language modalities, and (5) concluding remarks. Tables and charts illustrate theory. Bibliographical references are included. (RL)

ED 051 695 FL 002 278

Russian: Basic Course. Volume IX, Lessons 44-47.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—R-01RU47

Pub Date Mar 71

Note—154p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Audiolingual Skills, *Basic Skills, Cartoons, Conversational Language Courses, Cyrillic Alphabet, *Grammar, *Intensive Language Courses, Language Instruction, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills

Each of the four lessons in this volume of basic Russian curriculum materials developed by the Defense Language Institute is arranged in six sections. They include: (1) structural features; (2) basic text--reading and narration; (3) grammar--homework; (4) structural drills--translation; (5) conversation--questions, answers, and interpreting; and (6) vocabulary--words and vocabulary check. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 696 FL 002 279

Russian Advanced Preparatory Course: Comprehensive Review of Structural Patterns. Volume 1, Lessons 1-20.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—R-05RU12

Pub Date Jun 71

Note—185p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Cyrillic Alphabet, Form Classes (Languages), Grammar, *Intensive Language Courses, *Language Instruction, Language Patterns, Modern Languages, *Russian, Sentence Structure, *Structural Grammar, *Textbooks, Verbs

This is the first of two volumes dealing with a comprehensive review of structural patterns in the "Advanced Preparatory Course." All essential grammatical structures introduced in the "Basic Course" are included. The textual material in the 20 lessons is designed to stimulate recall and reinforce previously learned grammatical patterns. The lessons cover: (1) parts of speech; (2) prepositional, genitive, dative, and instrumental case; (3) gender; (4) verbs of motion; (5) declension of nouns; (6) aspect of Russian verbs; (7) imperative mood; and (8) reflexive pronouns. Cyrillic script is used for all Russian language sections of the text. (RL)

ED 051 697 FL 002 280
Air Force Russian: Aural Comprehension Course. Vocabulary Recognition Exercises, Units 1-16.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Jan 71
Note—81p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Aircraft Pilots, Audiolingual Skills, Aural Learning, Cyrillic Alphabet, *Language Instruction, *Listening Comprehension, Modern Languages, Pronunciation, *Pronunciation Instruction, *Russian, Sight Vocabulary, Slavic Languages, Verbal Stimuli, Vocabulary, *Vocabulary Development, Vocabulary Skills, Word Recognition
These exercises are intended for developing students' ability to recognize cognates commonly used in air technical communications. All exercises are to be conducted orally with emphasis on correct pronunciation. Each lesson is presented in two parts: (1) pronunciation drill, and (2) fill-in exercises (oral drills). Aside from English instructions for the oral drills, the text is written in Cyrillic script. Appendixes contain extensive lists of noun, adjective, and miscellaneous cognates. (RL)

ED 051 698 FL 002 281
Air Force Russian: Aural Comprehension Course. Volume XIX, Lessons 84-87.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Aug 70
Note—154p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, Cartoons, *Conversational Language Courses, Cyrillic Alphabet, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the four lessons in this volume includes: (1) structural features, (2) basic texts, (3) grammar--homework, (4) oral exercises, (5) reading and translations--Russian texts, and (6) vocabulary--words and vocabulary check. A group of sentences for oral translation concludes the exercises. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 699 FL 002 282
Air Force Russian: Aural Comprehension Course. Volume XX, Lessons 88-91.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Oct 70
Note—152p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, Cartoons, *Conversational Language Courses, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the four lessons in this volume includes: (1) structural features, (2) basic texts, (3) grammar--homework, (4) oral exercises, (5) reading and translations--Russian texts, and (6) vocabulary--words and vocabulary check. A group of sentences for oral translation concludes the exercises. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 700 FL 002 283
Air Force Russian: Aural Comprehension Course. Volume XXI, Lessons 92-95.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Nov 70
Note—170p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, Cartoons, *Conversational Language Courses, Cyrillic Alphabet, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the four lessons in this volume includes: (1) structural features, (2) basic texts, (3) grammar--homework, (4) oral exercises, (5) reading and translations--Russian texts, and (6) vocabulary--words and vocabulary check. A group of sentences for oral translation concludes the exercises. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 701 FL 002 284
Air Force Russian: Aural Comprehension Course. Volume XXII, Lessons 96-99.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Feb 71
Note—164p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cyrillic Alphabet, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the four lessons in this volume includes: (1) structural features, (2) basic texts, (3) grammar--homework, (4) oral exercises, (5) reading and translations--Russian texts, and (6) vocabulary--words and vocabulary check. A group of sentences for oral translation concludes the exercises. Cyrillic script is used for all Russian language sections of the text. (RL)

ED 051 702 FL 002 285
Air Force Russian: Aural Comprehension Course. Volume XXIII, Lessons 100-103.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Apr 71
Note—143p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cyrillic Alphabet, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Photographs, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the four lessons in this volume includes: (1) structural features, (2) basic texts, (3) grammar--homework, (4) oral exercises, (5) reading and translation--Russian texts, and (6) vocabulary--words and vocabulary check. Cyrillic script is used for all Russian language sections of the text. Pictures of Russian weaponry are also included. (RL)

ED 051 703 FL 002 286
Air Force Russian: Aural Comprehension Course. Volume XXIV, Lessons 104-111.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date Apr 71
Note—170p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, Cartoons, *Conversational Language Courses, Cyrillic Alphabet, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force Students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the eight lessons in this volume includes: (1) geography of the U.S.S.R. and its history, (2) oral exercises, (3) reading, and (4) vocabulary and phrase development. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 704 FL 002 287
Russian: Advanced Course. Advanced Grammar, Lessons 1-24.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-06RU24
Pub Date Mar 71
Note—236p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Advanced Programs, Audiolingual Methods, Cartoons, Cyrillic Alphabet, *Grammar, *Intensive Language Courses, Language Instruction, *Language Learning Levels, Modern Languages, Punctuation, Reading Skills, *Russian, Syntax, *Textbooks, Vocabulary Development, Writing Skills

This volume of an advanced Russian course designed by the Defense Language Institute seeks to develop a more comprehensive knowledge of the structural features of Russian and an enlarged vocabulary. The learning accomplished orally in class is reinforced in written exercises at home. Instructional materials concentrate on morphology, syntax, and punctuation. Morphological elements considered include verbs of motion, numerals, indefinite pronouns and adverbs, word formation, suffixes forming abstract and neuter nouns, and the formation of adjectives. Syntactic features described include demonstrative and personal pronouns, imperatives, conjunctions, and adverbial and subordinate clauses. Word division is also considered in the section on pronunciation. Cyrillic script is used exclusively in this volume. Cartoons are used frequently to illustrate the dialogues. (RL)

ED 051 705 FL 002 288

German Basic Course. Volume II, Lessons 16-25.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date Mar 71

Note—218p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, Audiolingual Skills, Cartoons, Conversational Language Courses, Cultural Education, *German, Grammar, *Intensive Language Courses, Language Fluency, *Language Instruction, Language Learning Levels, Language Skills, Standard Spoken Usage, Structural Grammar, *Textbooks

This is the first volume of the Intermediate Phase (lessons 16-92) of the German Basic Course developed by the Defense Language Institute. The course, normally requiring 19 weeks of training, focuses on developing mastery of structural elements of German through the audiolingual method. Dialogues are based on life situations and progress towards situations illustrating some of the specific cultural features of modern Germany and its people. Cartoons and pictures are frequently used. A glossary of German-English and English-German words, and an index of structural features are provided. (RL)

ED 051 706 FL 002 289

Russian Basic Course. Naval Terminology Dictionary: Russian-English, English-Russian.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—R-01RU47

Pub Date Apr 71

Note—105p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Cyrillic Alphabet, *Dictionaries, *English, Language Instruction, *Navigation, Reference Books, *Russian, Second Language Learning, Slavic Languages, *Word Lists

This dictionary is a companion to "Naval Terminology," developed by the Defense Language Institute and printed in 1971. Cyrillic script is used for the Russian terminology. Two main sections define naval terms from Russian to English and from English to Russian. A list of abbreviations concludes the text. (RL)

ED 051 707 FL 002 290

Claudel, Calvin Andre

The Language Laboratory.

Pub Date 68

Note—18p.; From "The Study of Foreign Languages," edited by Joseph S. Roucek, Philosophical Library

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, Audiolingual Methods, *Audiolingual Skills, Audiovisual Aids, Instructional Program Divisions, *Language Instruction, *Language Laboratories, *Language Laboratory Use, Language Skills, Listening Comprehension, *Modern Languages, Second Language Learning, Speech Skills

A general review of the development of the language laboratory is given in this article in the light of claims made by early theorists favoring the use of the laboratory in foreign language instruction. Comments are directed to the nature of language, language teaching methodology, and use and criticism of the laboratory. The author concludes that the laboratory is an effective aid in instruction and should be planned for in the design of curriculum. An extensive bibliography is included. (RL)

ED 051 708 FL 002 291

Claudel, Calvin Andre

The Changing Aspects of Teaching Spanish.

Pub Date 68

Note—15p.; From "The Study of Foreign Languages," edited by Joseph S. Roucek, Philosophical Library

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiolingual Methods, Colleges, Conventional Instruction, Cultural Education, *Grammar Translation Method, *Language Instruction, Language Programs, Modern Languages, National Defense, Secondary Schools, *Spanish, *Teaching Methods, Textbooks

Trends in the teaching of Spanish which have developed during the past several decades are reviewed in this article. Criticism is directed especially toward the traditional and audiolingual methods of instruction. The increasingly important role of Spanish in the world is discussed. Observations are directed toward: (1) the traditional, the audiolingual, and the direct audiolingual methods; (2) the importance of Spanish in national security; and (3) concluding remarks. A selected bibliography is included. (RL)

ED 051 709 FL 002 293

Williams, George M., Jr.

Puerto Rican English: A Discussion of Eight Major Works Relevant to Its Linguistic Description.

Language Research Foundation, Cambridge, Mass.

Pub Date Feb 71

Note—49p.; In Language Research Report No. 3

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biculturalism, Bilingualism, *English (Second Language), Ethnic Groups, Language Patterns, Lexicology, *Linguistic Theory, *Literature Reviews, Phonology, Puerto Rican Culture, *Puerto Ricans, *Second Language Learning, Social Dialects, Spanish Speaking, Structural Analysis, Structural Grammar, Syntax

Discussion of eight major works relevant to a linguistic description of Puerto Rican English seeks to contribute to a more unified theory of bilingualism and second language acquisition. The author's observations on phonological, lexical and morphological, and syntactic implications are presented in an attempt to coordinate the theory. The works, including a general analysis of each, are: (1) "Bilingualism in the Barrio," (2) "The Development of Phonemic Analysis for an Oral English Proficiency Test for Spanish-Speaking School Beginners" (Oral English Language Proficiency Test 1), (3) "A Phonological Study of English as Spoken by Puerto Ricans Contrasted with Puerto Rican Spanish and American English," (4) "The Puerto Rican Study, 1953-1957: A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York," (5) "Puerto Rican English Phonotactics," (6) "The Grammatical Structures of English and Spanish," (7) "The Sounds of English and Spanish," and (8) "Spanish Phonology." A summary of general methodological and theoretical points is included. (RL)

ED 051 710 72 FL 002 303

Selected Bibliography of Yugoslav Educational Materials. Volume 5, Number 4, 1969.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TT-69-51005-4

Pub Date 69

Note—56p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Educational Finance, Educational History, Educational Problems, Educational Research, *Educational Resources, *Foreign Countries, Higher Education, *Instructional Materials, Instructional Program Divisions, Instructional Staff, International Education, Legislation, Physical Education, Schools, Secondary Education, Teacher Education

Identifiers—*Yugoslavia

Included in this English translation of an annotated bibliography are 113 items citing books and articles in Serbo-Croatian that contain information about Yugoslavian educational resources and school systems. Works cited refer to history, research, educational development, reform, staff training, and various levels of the Yugoslavian educational system. Curricula, audiovisual aids, physical education, problems in education, management and financing, legislation, and educational statistics are also covered. The publications cited appeared in 1969. (RL)

ED 051 711 FL 002 307

Spencer, Richard E.

The Foreign Language Requirement in the College of Liberal Arts and Sciences at the University of Illinois.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No—RR-279

Pub Date 1 Aug 68

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Admission, College Language Programs, Core Courses, Cultural Education, *Degree Requirements, Educational Objectives, Individual Differences, *Language Instruction, Liberal Arts, *Modern Languages, Questionnaires, Surveys, *Universities

A compilation of recommendations affecting the requirements at the University of Illinois includes chapters on foreign language study relating to degree requirements, program objectives, cultural objectives, motivation and interest, methods, and individual differences. A full description of the requirement by the college, a questionnaire used by the committee, and a bibliography complete the report. (DS)

ED 051 712 FL 002 309

Rhodes, Jack W. And Others

Are Foreign Languages on Their Way Out?

Southern California Modern and Classical Language Association.

Pub Date 1 Nov 69

Note—11p.; Report of Proceedings of the General Session of the Research Council, Modern and Classical Language Association of Southern California, Inc., Fall Conference, Los Angeles, California, November 1, 1969

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, Core Courses, Degree Requirements, Educational Objectives, *Educational Trends, Elementary Education, Enrollment Trends, Fles, *Instructional Program Divisions, Language Enrollment, *Language Instruction, Language Programs, *Modern Languages, *Second Language Learning, Student Attitudes

Four California educators consider whether foreign language study will disappear from the curriculum. Suggesting that their topic is one that vitally concerns the nation's interests, the participants summarize their opinions in this report. Margaret A. Collin believes that California's removal of the mandated elementary foreign language requirement will force the discipline from the scene. She questions the value of producing a generation of students with foreign language experience who continue to retain a latent negative attitude toward foreign language instruction. In contrast, Gerhard Friedrich, in discussing foreign language provisions in the California state colleges, declares that foreign languages may not be out, but the study "is in a crucial period of reassessment of purposes and means and requires a clear, compassionate reexamination." Elinor H.

Nathan reviews FLES programs in the schools of Beverly Hills, suggesting that innovations in teaching are now necessary; Vern W. Robinson optimistically predicts that abolition of the requirements will produce highly motivated students and increased enrollments. (DS)

ED 051 713 FL 002 311
Eddington, George T.
Beyond Skill Building.
Foreign Language Association of Northern California, Inc., Berkeley.
Pub Date May 71
Note—3p.; Based on an address given March 27, 1971 in San Bruno, California at the Spring Conference of the Foreign Language Association of Northern California
Journal Cit—Northern California Foreign Language Newsletter; v19 n77 p5-6,12 May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Education, Curriculum Development, Educational Improvement, *Educational Innovation, Instructional Program Divisions, *Interdisciplinary Approach, *Language Instruction, Language Programs, *Modern Languages, Teaching Methods
Identifiers—*Foreign Language Innovative Curricula Studies
A review of trends in foreign language instruction leads the author to suggest that innovations of a challenging and relevant nature be made in the third and fourth years of sequential programs. He notes that flexible scheduling, independent study, team teaching, and individualized instruction are currently being successfully implemented. Concluding remarks focus on the nature of the Humanities-in-French program of Michigan's Foreign Language Innovative Curricula Studies. Suggestions are offered to those planning to undertake curricular change involving interdisciplinary instruction. (RL)

ED 051 714 FL 002 314
Rothberg, Irving P. And Others
Recommendations on the Foreign Language Requirement in the College of Arts and Sciences.
Massachusetts Univ., Amherst.
Pub Date 25 Feb 69
Note—8p.; Report of the Committee on Foreign Language Instruction, College of Arts and Sciences
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advisory Committees, *College Admission, College Faculty, College Language Programs, *Colleges, Core Courses, Cultural Education, *Degree Requirements, *Educational Trends, Enrollment Trends, Instructional Program Divisions, Language Arts, Language Instruction, *Modern Languages, Student Attitudes
Asserting that the importance of language arts in the contemporary world is a liberating and humanistic educational experience, a plea is made for establishing a fresh approach to the foreign language requirement in two semesters or less by providing the student with a series of options, by maintaining the universal requirement administered by the college itself, and by having the individual departments formulate more stringent recommendations for their own students. Corollary recommendations covered in the report include: (1) increasing the entrance requirement from two to three years providing there is substantial improvement in the quality of secondary school instruction, (2) expanding the counseling services to explain to the freshmen the full nature and rationale of the requirement, and (3) combining the rhetoric and the foreign language requirements, calling it the Language Arts Requirement. (DS)

ED 051 715 FL 002 315
Lindt, John Nosse, Marilyn
The Cutler-Orosi Intercultural Center.
University of Southern California, Los Angeles. School of Education.
Pub Date Sep 70
Note—15p.; In Reaching: Creative Approaches to Bilingual/Bicultural Education, Sep 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biculturalism, Bilingual Education, *Community Development, Community Involvement, *Cultural Education, Cultural Enrichment, English (Second Language), *Intercultural Programs, *Mexican Americans, *Minority Groups, Minority Group Teachers, Second Language Learning, Teaching Methods
The concept of an intercultural center, primarily located in "inner city" areas with a high concentration of low income minority groups, is explored in this discussion of the Tulare County, California institution. An attempt to reach and teach members of minority groups precludes a formalized approach to instruction and seeks to develop greater intercultural understanding through alternative methods of teaching. Principal remarks include: (1) community description, (2) Intercultural Center approach toward meeting community needs, and (3) multiculturalism and the identity crisis. (RL)

ED 051 716 FL 002 316
Jourdane, John R.
A Bilingual Math-Science Learning Center.
University of Southern California, Los Angeles. School of Education.
Pub Date Sep 70
Note—5p.; In Reaching: Creative Approaches to Bilingual/Bicultural Education, Sep 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, Educational Research, Elementary Schools, English (Second Language), Grade 6, Instructional Materials, *Instructional Materials Centers, Linguistic Competence, *Mathematics Education, *Mexican Americans, Resource Centers, *Science Education
The purpose of this study is to determine if children who attend a bilingual math-science center will increase their level of performance to a greater degree than their counterparts on a test of problem solving and scientific thinking. The study tests 86 sixth-grade students in the Cutler Elementary School in the Cutler-Orosi Unified School District, California. The Sequential Test of Educational Progress (STEP): Science 4B, developed by the Educational Testing Service, was administered to the students. Results point out that the experimental group which attended the Center improved considerably more than the control group. The author concludes that a math-science center should be a basic part of every bilingual school. (RL)

ED 051 717 FL 002 319
Awobuluyi, Oladele And Others
Introductory Kanuri. Introduction au Kanouri.
Center for Applied Linguistics, Washington, D.C.
Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
Pub Date Mar 69
Note—606p.
EDRS Price MF-$0.65 HC-$23.03
Descriptors—*African Languages, *Audiolingual Methods, *Audiolingual Skills, Curriculum Development, Curriculum Guides, English, French, Grammar, Language Guides, *Language Instruction, Language Skills, Modern Languages, Second Language Learning, Structural Grammar, *Textbooks
Identifiers—*Kanuri, Nigeria, Peace Corps
This introductory course is based on the Yerwa (Maiduguri) dialect of Kanuri, a well-known dialect of the language spoken in Nigeria and Niger. The course, designed to be taught by native speakers of Kanuri, consists of 20 lessons, each of which contains a major dialogue on some aspect or facet of a Peace Corps volunteer's life in the "field," various structural drills based on this dialogue, grammatical notes, and vocabulary. The text is presented in Kanuri, English, and French. A glossary of terms in Kanuri/English/French is included. (RL)

ED 051 718 FL 002 336
Russian: Basic Course. Volume VIII, Lessons 40-43.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-01RU47
Pub Date Mar 71
Note—162p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, *Basic Skills, Cartoons, Conversational Language Courses, Cyrillic Alphabet, *Grammar, *Intensive Language Courses, Language Instruction, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
Each of the four lessons in this volume of basic Russian curriculum materials developed by the Defense Language Institute is arranged in six sections. They include: (1) structural features; (2) basic text--reading and narration; (3) grammar--homework; (4) structural drills--translations; (5) conversation--questions, answers, and interpreting; and (6) vocabulary--words, and vocabulary check. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 719 FL 002 337
Russian: Basic Course. Volume X, Lessons 48-51.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-01RU47
Pub Date Apr 71
Note—174p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, *Basic Skills, Cartoons, Conversational Language Courses, Cyrillic Alphabet, *Grammar, *Intensive Language Courses, Language Instruction, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
Each of the four lessons in this volume of basic Russian curriculum materials developed by the Defense Language Institute is arranged in six sections. They include: (1) structural features; (2) basic text--reading and narration; (3) grammar--homework; (4) structural drills--translation; (5) conversation--questions, answers, and interpreting; and (6) vocabulary--words and vocabulary check. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 051 720 FL 002 338
Air Force Russian: Aural Comprehension Course. Volume XXVI, Lessons 120-133.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-02RU37
Pub Date May 71
Note—252p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Audiolingual Methods, Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cyrillic Alphabet, Grammar, *Intensive Language Courses, Language Instruction, *Listening Comprehension, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills
This volume is one of a series in an intensive audiolingual course in Russian designed for Air Force students. The course, consisting of 133 lessons in 26 volumes and taught in 37 weeks, seeks to train native English language speakers to a level 3 proficiency in comprehension and a level 2 proficiency in speaking, reading, and writing. Tapes are used throughout the course. The text for each of the 14 lessons in this volume includes: (1) geography of the U.S.S.R. and its history, (2) oral exercises, (3) reading, and (4) vocabulary and phrase development. Cyrillic script is used for all Russian language sections of the text. (RL)

ED 051 721 48 FL 002 369
Thayer, Linda J. And Others
50 Lessons in Sara-Ngambay, Volume 2. Final Report.
Indiana Univ., Bloomington.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0098
Pub Date Jun 71
Contract—OEC-3-7-070098-2203
Note—156p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*African Languages, Cultural Education, Curriculum Guides, English, French, Grammar, Instructional Materials, *Language Instruction, Modern Languages, Phonology, *Regional Dialects, *Sara, *Textbooks
Identifiers—Chad, Ngambay
This section of an introductory course in Sara-Ngambay, the accepted standard dialect spoken in the town of Moundou in southern Chad, is intended for Westerners who wish to learn to speak the language. The student is to assimilate the linguistic content of the 20 lessons in this volume through the study of dialogues dealing with the roles professionals play in Chad. The lessons include dialogues on: (1) social services, education, and health; (2) commerce and government; (3) women's tasks; (4) men's tasks; (5) transportation vehicles, destinations, roads, weather, and import-export information; and (6) consumer buying and industry. The dialogues are presented in the target language, English, and French. For the companion volumes see FL002371 and FL002372. (RL)

ED 051 722 48 FL 002 370
Altman, Howard B. Politzer, Robert L.
Conference on Individualizing Foreign Language Instruction. Final Report.
Stanford Univ., Calif. School of Education.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Pub Date Jul 71
Contract—OEC-0-71-2410(823)
Note—273p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administrator Attitudes, Classroom Techniques, *Conference Reports, Cost Effectiveness, Curriculum Development, Educational Accountability, *Educational Innovation, Educational Psychology, Fles, Group Instruction, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, Performance Contracts, Student Attitudes, Teacher Education, Teaching Methods
These conference proceedings contain addresses and comments of some 42 participants. Papers are grouped in three major sections: (1) the status of individualized foreign language instruction today, (2) small-group presentations, and (3) viewpoints on change. The papers cover a wide variety of topics including a review of the state-of-the-art, student attitudes, curricular planning, administrative perspectives, FLES, testing, accountability, psychological factors, group work, contracting, teacher training, programed materials, developing proficiency in speaking, material adaptation, role of "hardware," grading and credit, and bilingual education. Concluding remarks focus on the implementation of change in the foreign language classroom and a student's reaction to the conference. A list of participants and a program schedule are included. (RL)

ED 051 723 48 FL 002 371
Thayer, Linda J. And Others
50 Lessons in Sara-Ngambay, Volume 1. Final Report.
Indiana Univ., Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0098
Pub Date Jun 71
Contract—OEC-3-7-070098-2203
Note—232p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*African Languages, Cultural Education, Curriculum Guides, English, French, Grammar, Instructional Materials, *Language Instruction, Modern Languages, Phonology, *Regional Dialects, *Sara, *Textbooks
Identifiers—Chad, *Ngambay
This introductory course in Sara-Ngambay, the accepted standard dialect spoken in the town of Moundou in southern Chad, is intended for Westerners who wish to learn to speak the language. An introduction to the course discusses the scope, orientation, and production of the manual and includes an extensive explanatory section on symbolic conventions used in the transcription of Sara-Ngambay. Several maps and a bibliography are also contained in the work. This volume requires the student to assimilate a series of situations through the study of dialogues and grammatical features in each of the 30 lessons. The dialogues, presented in the target language, English, and French, are based on social events common to the lives of the inhabitants of Chad. For the companion volumes see FL002369 and FL002372. (RL)

ED 051 724 48 FL 002 372
Thayer, Linda J. And Others
50 Lessons in Sara-Ngambay, Volume 3. Final Report.
Indiana Univ., Bloomington.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0098
Pub Date Jun 71
Contract—OEC-3-7-070098-2203
Note—115p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*African Languages, Cultural Education, Curriculum Guides, English, French, Glossaries, Grammar, Instructional Materials, *Language Instruction, Modern Languages, Phonology, *Regional Dialects, *Sara, *Textbooks, Vocabulary
Identifiers—Chad, *Ngambay
This volume, written in Sara-Ngambay, English, and French, is the final text in a three-volume course on Sara-Ngambay, a dialect spoken in the town of Moundou in southern Chad. Principal sections of the text are devoted to the phonology and grammar of the language. An extensive glossary and an index to the notes in lessons 1-50 are also included. For the companion volumes see FL002369 and FL002371. (RL)

ED 051 725 48 FL 002 373
Malecot, Andre
The General Phonetic Characteristics of Languages. Final Report.
California Univ., Santa Barbara.
Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-7701
Pub Date Jul 71
Contract—OEC-0-70-2233
Note—145p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American English, *Articulation (Speech), Comparative Statistics, Componential Analysis, Distinctive Features, English, French, German, Language Typology, *Modern Languages, *Phonetic Analysis, *Phonetics, Spanish, Spectrograms, *Speech, Statistical Data, Synchronic Linguistics, Vowels
This study is comprised of five major sections, each of which focuses on a central linguistic issue germane to the understanding of the general phonetic characteristics of languages. The sections include: (1) a comparative study of terminal consonant releases; (2) the influence of consonants upon contiguous vowels --phase 1: vowel duration; (3) vowel-color of German /E/ sounds; (4) comparative phonetic study of /l/ in American-English, French, German, and Spanish; and (5) the teaching of "clear" versus "dark" /l/ in English, French, German, and Spanish. Detailed description of experimental procedures is accompanied by extensive statistical documentation and analysis largely accompanied by charts, tables, and graphs. The comparative phonetic study of /l/ contains numerous samplings of wide band spectrograms illustrating contrastive articulatory features of German, Spanish, French, and American-English. (RL)

ED 051 726 FL 002 375
Womack, Thurston
Preparing Teachers for TESOL--Where We've Been, Where We Are, and Maybe Where We Should Be Going.
Pub Date 6 Mar 71
Note—8p.; Paper presented at the Fifth Annual TESOL Convention, March 6, 1971, New Orleans, Louisiana
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, Curriculum Design, Degree Requirements, Degrees (Titles), *English (Second Language), English Departments, Graduate Students, Higher Education, *Language Programs, *Masters Degrees, *Modern Language Curriculum, Second Language Learning, *Teacher Education, Universities
Identifiers—*San Francisco State College
The number of M. A. programs for preparing TESOL teachers has grown greatly in the past decade. The profession generally has grown and matured during this period. The M. A. program at San Francisco State College was established in 1963 and has graduated over a hundred teachers. A number of developments, particularly in general linguistic theory, in language acquisition and bilingualism, and in social dialects, have affected the profession significantly. The program at San Francisco State, so far as its array of course work and requirements is concerned, appears to have changed little since its beginning. Yet adjustments have been made because of the accumulated experience of the staff, changes in the local population of non-English speakers, and developments in the profession generally. This paper attempts to describe and evaluate the San Francisco program by considering where it has been, where it is, and where it might be going. (Author)

ED 051 727 FL 002 376
Hewett, Nancy
Reactions of Prospective English Teachers toward Speakers of a Non-Standard Dialect.
Pub Date 7 Mar 71
Note—16p.; Paper presented at the Fifth Annual TESOL Convention, March 7, 1971, New Orleans, Louisiana
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American English, Attitudes, Community Attitudes, Culture Conflict, Dialects, Negro Dialects, *Nonstandard Dialects, Northern Attitudes, *Regional Dialects, *Social Attitudes, Southern Attitudes, Speech Habits, *Standard Spoken Usage
This study supports the hypothesis that educated white listeners react negatively to the phonological variations of non-standard English. White college freshmen and seniors listened to a recorded tape of ten speakers, black and white with standard and non-standard styles of pronunciation, all reading the same passage. Students were asked to judge on phonological variations alone ten characteristics as well as the races and probable occupations of the speakers. Although all the speakers were educated, half, both black and white, spoke with a non-standard southern style of pronunciation. Non-standard speakers of both races were rated significantly lower overall on the characteristics than their Standard speaking counterparts. However, stereotypes included higher ratings on friendliness and honesty. Non-standard speakers were also perceived as black members of the working or lower classes, and Standard speakers were perceived as being white professionals. The situations observed in conducting such a study were as revealing as the statistical findings of the study itself: the typical reactions of southern speakers to the suggestion that they had such a speech style, the hesitancy in reading of all black speakers, the minor differences in perception between the freshmen and the seniors, and the reactions of the college students when confronted with their stereotypes. (Author)

HE

ED 051 728 HE 000 160
Moore, Raymond S.
Consortiums in American Higher Education: 1965-66. Report of an Exploratory Study.
Office of Education (DHEW), Washington, D.C.
Report No—OE-50055
Pub Date Sep 68
Note—55p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.250:50055, $.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consortia, *Cooperative Programs, *Coordination, *Higher Education, *Interinstitutional Cooperation
This study was undertaken to answer questions about the growing movement toward

interinstitutional cooperation in higher education. After a brief discussion of the recent history of and rationale behind the growth of consortia, data on the 1,017 consortia under consideration are presented. Information is included on institutional size and control, consortium size, geographical distribution, areas and types of cooperation, and academic level. How these variables interrelate is discussed. Evaluation of the reasons for the success or failure of particular consortia is followed by conclusions concerning the organization of consortia, interchange of resources, geographical distribution and financial support. Recommendations are made for future studies. Appendices contain tables, a history of the development of the survey, and the questionnaire. (JS)

ED 051 729 HE 002 099
Goode, Erich
Drug Use and Grades in College.
State Univ. of New York, Stony Brook.
Pub Date 7 Feb 71
Note—21p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, N.Y., February 7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, *College Students, *Drug Abuse, Grade Point Average, *Higher Education, Motivation, Narcotics, *Student Motivation

One of the most compelling arguments marshalled against the use of marijuana is that it will instill in the user an amotivational syndrome. A December 1970 Gallup Poll indicated that in a roughly random sample of college students, 42 percent had tried marijuana at least once, double the figure of spring 1969, and a figure that is terrifying indeed, if the amotivational syndrome is to be believed. Studies correlating college student use of illegal drugs and grades do not, however, support the amotivational syndrome view. A survey of six hundred students attending a deviance and delinquency class at Stony Brook indicated that 7 out of 10 had used amphetamines, and 4 percent had used heroin. The GPA's of the marijuana smokers and abstainers were roughly identical. There appeared to be a slight curvilinear relationship between drug use and grades. The highest grades seemed to be earned by the casual marijuana smoker, and the lowest grades by both the heaviest users of drugs, as well as the abstainer. Grades tended to dip with students heavily involved with drugs, with the heroin user having the lowest percentage of B average or better. Three variables: sex, class in college, and parents' socioeconomic status, were introduced and were found to have no effect on these findings. (AF)

ED 051 730 HE 002 132
Young, D. Parker Gehring, Donald D.
Briefs of Selected Court Cases Affecting Student Dissent and Discipline in Higher Education.
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date 70
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *College Students, Court Cases, *Court Litigation, *Discipline, Discipline Policy, *Higher Education
Identifiers—*Due Process, *Speaker Bans

The briefs of selected court cases affecting student dissent and discipline in higher education presented in this report are divided in the following sections: (1) relationship between students and the institution, including contractual theory and in loco parentis; (2) relationship between the courts and education, including cases involving jurisdiction, state action, and scholastic affairs; (3) due process, including cases involving: specificity of rules, notice and hearing, right to counsel, off campus judicial proceedings, freedom of speech, expression and assembly, speaker bans, search and seizure and interim suspension; and (4) equal protection. (AF)

ED 051 731 HE 002 171
Values and Attitudes of Harcum Students and Faculty-Staff.
Harcum Junior Coll., Bryn Mawr, Pa.
Report No—IRR-10-12
Pub Date 70
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *College Students, Faculty, *Higher Education, *Student Attitudes, *Surveys, *Values
Identifiers—*Harcum Junior College

In an effort to find either support for or evidence contrary to the popularly accepted concept of student withdrawal into the self and student rejection of outside authority, Dr. Jeffrey K. Hadden administered a 246 question questionnaire to 2,000 students who came from every type of college campus. Five attitudes appeared to reflect the collective views of these students: (1) they were idealistic and socially aware; (2) their idealism often took the form of contempt for the older generation's hypocrisy; (3) their rejection of mass institutions was much less than indicated by the mass media; (4) they lacked a realistic sense of what their ideals implied in terms of social and public action; and (5) their privatism ethic was ambiguous in all its implications. This report presents the results of a 95 item questionnaire culled from Hadden's and compares the values and attitudes of Harcum students with those of the 2,000 students and the Harcum faculty. Responses are presented and compared for eight categories: (1) business and economics; (2) college and university; (3) institutions and society; (4) personal involvement; (5) politics and government; (6) racial attitudes; (7) reactions to protest; and (8) urban and suburban life, as well as for each of the 95 items. (AF)

ED 051 732 HE 002 179
Hyman, Seymour C.
[The City University of New York's Open Admissions Program: A Reply to an Article by Rowland Evans and Robert Novak.]
City Univ. of New York, N.Y.
Pub Date 4 Jan 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Standards, Admission (School), *College Admission, Compensatory Education Programs, *Disadvantaged Youth, Educationally Disadvantaged, Equal Education, *Higher Education, *Open Admissions
Identifiers—*City University of New York Open Admissions Policy

This letter from Seymour Heyman, Deputy Chancellor of the City University of New York, answers on a point-by-point basis the criticism leveled against the open admissions policy of CUNY by Evans and Novak in an article in the Washington Post. The letter identifies "the utterly baffled freshman" as a newly arrived student from Greece with good academic credentials, and argues that: (1) of the 35,000 admitted students, half were found to need remedial education, but only 9,000 of these would not have been admitted under pre open admissions policy (OAP) criteria; (2) almost 80 percent of the entering freshmen had a B average or better in high school, better than the national average; (3) the decision to advance the OAP from 1975 to 1970 was not just the result of radical student pressure, but also at the urging of all non-radical groups on campus; (4) academic standards have not been lowered; (5) the cost relative to the potential benefit is low; (6) new constituencies can be reached without sacrificing instructional quality; (7) academic standards at CUNY mean the rate and effectiveness of knowledge transmission, and not the students' scholastic track record or the faculty's scholarly prestige; (8) the majority of freshmen are white; and (9) that the faculty continue to support open admissions. (AF)

ED 051 733 HE 002 181
Kelsey, Roger R.
A.A.H.E. Bibliography on Higher Education.
American Association for Higher Education, Washington, D.C.
Pub Date Mar 71
Note—48p.; Prepared for the 26th National Conference of the American Association for Higher Education, Chicago, Ill., March 14-17, 1971
Available from—Roger R. Kelsey, 700 Ludlow Street, Takoma Park, Maryland 20012 ($1.00)
EDRS Price MF-$0.69 HC-$3.29
Descriptors—*Bibliographies, *Booklists, *Higher Education

This bibliography is based on books pertaining to or about higher education, excluding most texts, which were published primarily between 1967 and 1971. It is divided in 16 sections: (1) historical, philosophical, sociological, and general development; (2) organization and administration; (3) finance, budget, and business administration; (4) faculty personnel; (5) directories; (6) admissions and registration; (7) student personnel; (8) teaching methods and media; (9) learning and psychological factors; (10) graduate curricula; (11) adult and university extension curricula; (12) undergraduate curricula; (13) evaluation and accreditation; (14) physical plant; (15) libraries; and (16) junior college. A directory of publishers concludes this bibliography. (AF)

ED 051 734 HE 002 185
Fox, Julia Van Deusen
Actual and Desirable Campus Environment as Perceived by Allied Health Students Classified into Four Creative Ability Groups.
California Univ., Los Angeles.
Pub Date Feb 71
Note—4p.; Paper based on Ph.D. dissertation data, University of Southern California, Los Angeles, February, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, *College Students, *Creativity, *Higher Education, Institutional Environment, *Perception

The purpose of this study was to determine patterns of similarities and differences in perception of the college environment of four groups of undergraduate students classified as to degree of creative ability. Three questions were asked: (1) do perceptions of the actual or real campus environment differ for the group with the higher (HM) as opposed to the group with the lower (LM) semantic creativity scores; for the group with the higher (HF) as opposed to the lower (LF) figural creativity scores? (2) do HM versus LM or HF versus LF differ in their perceptions of the desirable campus environment? and (3) if these groups do differ, what is the extent and direction of these differences on each scale of the perceptual measure? 60 volunteers from the cooperating allied health school completed the specified series of perceptual scales. By means of their scores on six of Guilford's divergent thinking tests subjects were classified as one of the 30 highest or 30 lowest in semantic creative ability and again in figural creative ability. The perceptual measure used was Pace's College and University Environment Scales. The findings indicated that the high and low creativity groups did not differ in their perceptions of the desirable campus environment. (AF)

ED 051 735 HE 002 190
Astin, Alexander W.
Is "Higher" Education Really "Better" Education?
American Council on Education, Washington, D.C.
Pub Date Feb 71
Note—19p.; Paper presented at the Danforth-Kettering Conference on articulation between secondary and higher education, Washington, D.C., February 23-25, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Standards, *Admission Criteria, College Admission, *Effective Teaching, *Evaluation, Higher Education, *Open Admissions, Selection, *Teacher Evaluation

Secondary schools have traditionally looked to higher education for guidance and leadership, yet they might do better looking elsewhere. Instead of teaching being considered a plum, it is considered a burden, and outstanding faculty may be lured to an institution with the promise of no undergraduate classes. Colleges base their reputation often on the achievement of their graduates, ignoring the fact that their selective admission policies practically assure the success of a good portion of their students who already possess all the needed attributes before they even enter college. Arguments against open admission policies include the fear of lowering academic standards, but academic standards should not be measured by the number of educationally superior students admitted, but by the success the institution has in educating its students for life and in contributing to the students' personal development. Procedures should be established for evaluating institutions and their effectiveness should be measured by taking into account the

students' initial level of performance and improvement in performance over time. Evaluation of faculty members is also essential, and one way would be to administer a departmental test to all students taking a particular course and to apply multiple criteria of performance, including the progress the individual student has made. (AF)

ED 051 736 HE 002 200
Levien, Roger E.
Instructional Uses of the Computer in Higher Education.
Rand Corp., Santa Monica, Calif.
Report No—P-4600
Pub Date Mar 71
Note—21p.; Paper presented at the Conference on Computers in Instruction: Their Future for Higher Education, Los Angeles, California, October, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, *Computers, Educational Technology, *Higher Education, *Instruction, *Instructional Technology, Time Sharing

This paper provides a prescriptive approach, i.e., a suggestion of what ought to be, the future of computer instruction in higher education. Discussed are: (1) computer capabilities and costs, in terms of hardware and software, and two major trends in computing that hold special promise for instruction with the computer: large centralized computing facilities, and small, inexpensive minicomputers; (2) the provision of computer service in terms of four choices: a centralized campus facility; decentralized campus facilities; regional networks; and commercial time-sharing service; (3) the provision of instructional materials, including the current situation, and the suggestion that commercial time-sharing systems and small, inexpensive computers could offer the means to use these materials that could be produced and distributed on the same basis as textbooks are now; and (4) how these developments would affect higher education. The paper concludes with recommendations for actions to be taken by (1) the federal government; (2) industry; and (3) administrators and faculty in higher education. (AF)

ED 051 737 HE 002 202
Quann, Charles J.
The Pass/Fail Option: Analysis of an Experiment in Grading.
American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.
Pub Date 27 Apr 71
Note—18p.; Paper presented at the 57th Annual Meeting of the American Association of Collegiate Registrars and Admissions Officers
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Enrollment Trends, *Grading, *Higher Education, *Pass Fail Grading
Identifiers—*Washington State University

This paper summarizes the author's research on the pass/fail grading system at Washington State University. Specifically, the paper presents (1) a discussion of the use of the pass/fail grading option at WSU and enrollment trends under this option first available in summer 1968 as a 3-year experiment; (2) an analysis of the questionnaire responses, which dealt with reasons for enrolling under the pass/fail option, the use of pass/fail enrollment for exploration of courses outside the major, suggestions for improvement of the pass/fail programs, and rating the importance of the continuation of the option; and (3) a comparative analysis of the academic achievement of pass/fail and non-pass/fail enrollees during the first 2 years of the WSU experiment. (AF)

ED 051 738 HE 002 205
Rosenthal, Carl F.
The American Student Left; An Historical Essay.
American Institutes for Research (CRESS), Kensington, Md.
Pub Date [Oct 69]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, Administrative Policy, *Civil Disobedience, *Conflict Resolution, *Higher Education, Social Change
Identifiers—*New Left

This essay outlines the course and character of the American student leftist movement during the twentieth century. It summarizes the earlier character of student leftism and describes how the "New Left" developed, its constellation of beliefs, and its tactics and objectives. A principal conclusion is that hard-core student activists quite consciously seek confrontations and that university officials frequently play into the hands of the dissidents by calling the police before trying other alternatives for resolving the conflict. Accordingly, this essay suggests the critical importance of developing new strategies of the types that lead to the management of conflict within institutionalized democratic procedures. (Author)

ED 051 739 HE 002 207
Higher Education Enrollment Projections: A Model.
Washington State Higher Education Facilities Commission, Olympia.
Pub Date Aug 70
Note—77p.; Study performed by Washington State Office of Program Planning and Fiscal Management, Olympia
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Computer Oriented Programs, Computer Programs, *Enrollment Projections, Flow Charts, *Higher Education, *Models, *Programing, *Student Enrollment
Identifiers—*Washington State

This report describes a higher education enrollment projection model developed for the state of Washington. The model operates on a student flow concept quantifying students through the flows of entrances, retention, transfers, and exits. The model is based on the assumption that the manner in which students now move through the State's higher education system will be similar during the projection period. Projections were produced for the State's entire higher education system, presently including 22 community college districts, and 18 universities and colleges. An expansion figure has been programmed into the model so that potentially 25 community colleges and 20 universities and colleges can be handled. The model operates by annual iterations, projecting students according to the number of students within each student flow. In addition, the 4-year institutions are projected by class for the undergraduate students. Community college projections contain source of students by student flow category with no class distinction. The model can address "what if" contingency questions, and is programmed in FORTRAN IV for the IBM 360 with core requirements of 110K. (Author/AF)

ED 051 740 HE 002 208
Borgen, Fred H.
Differential Expectations? Predicting Grades for Black Students in Five Types of Colleges.
National Merit Scholarship Corp., Evanston, Ill.
Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Report No—NMSC-RR-Vol-7-NO-2-1971
Pub Date 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, *Grade Prediction, Grades (Scholastic), *Higher Education, *Negro Students, *Predictive Ability (Testing)
Identifiers—*National Achievement Scholarship Program

This paper examines the prediction of college grades for a national sample of black students attending a variety of predominantly black and predominantly white colleges. The sample included black collegians (477 men and 837 women) who had been nominated by their high schools for participation in the first annual National Achievement Scholarship Program and who responded to a 1966 followup survey, following their freshman year of college. When men and women were grouped in five types of colleges, statistically significant correlations were found between scores on the National Merit Scholarship Qualifying Test (NMSQT) and freshman grades. The most striking result was the inverse relationship between average college grades and average NMSQT scores. In general, students in the largely black colleges had lower NMSQT scores but received higher freshman grades, while the opposite pattern prevailed at primarily white colleges. (Author/AF)

ED 051 741 HE 002 209
Watley, Donivan J.
Brain Gains and Brain Drains: The Migration of Black and Nonblack Talent.
National Merit Scholarship Corp., Evanston, Ill.
Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
Report No—NMSC-RR-Vol-7-NO-1-1971
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Able Students, *High School Students, *Migration, *Migration Patterns, *Negro Students
Identifiers—*National Merit Scholarship Qualifying Test

This study provides migration trends for black and nonblack students who scored highest on the National Merit Scholarship Qualifying Test (NMSQT). The nonblack sample of 51,096 consisted of all those who had obtained an NMSQT score of 137 or above -- about 2 percent of all 11th graders obtain scores this high. The black sample of 8,162 included all who had obtained an NMSQT selection score of 90 or higher. Twelve geographical areas were used in studying the migration trends for nonblacks, while six were identified for Blacks. Migration was analyzed on the basis of place of birth versus place of testing. Migration trends were identified separately for students attending schools judged to be serving above average, average, or below average socioeconomic areas. (Author/AF)

ED 051 742 HE 002 212
Heath, Douglas
Issues and Implications of a Model of Maturing for Educational Research.
Haverford Coll., Pa.
Pub Date Feb 71
Note—10p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, N.Y., February 4-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, Development, *Educational Research, *Higher Education, Maturation, Models, *Research, *Student Development

This paper examines educational research on student development and discusses some of the reasons why this research has had so little impact on actual educational innovation. These include: (1) failure to anchor research within a more general model of development; (2) lack of in-depth descriptive and phenomenological studies of students that would identify what types of changes occur more prominently than others in what types of colleges; (3) too much emphasis on objective, highly focused tests of the developmental process; and (4) absence of adequate methods to assess the specific types of educational programs that produce different types of psychological effects of development. The paper then reviews the principal features of one developmental model based on five interrelated dimensions of maturing: symbolization, allocentricism, integration, stability, and autonomy, and explores the model's implications. (AF)

ED 051 743 HE 002 213
Harris, Michael R.
Director's Evaluation Report on the Claremont Institute for the Study of Change in the Four-Year College.
Claremont Graduate School and Univ. Center, Calif.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date 15 Jun 70
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, *College Role, *Colleges, *Educational Change, *Institutes (Training Programs), Problems, Social Problems
Identifiers—*Claremont Institute for the Study of Change

The objective of the Claremont Institute for the Study of Change in the Four-Year College was to provide a setting where college administrators, faculty members, and graduate students could come to study the possibilities for change in their

institutions. The focus of the Institute was to develop knowledge on the part of the participants, that is, the broad ability to understand the particular plight of the 4-year college in a time of personal and societal turmoil. This report includes information on: (1) the selection process of the participants; (2) composition of the staff; (3) the program activities, which included seminars, colloquia, and trips; (4) the evaluation results; and (5) some of the strength and weaknesses of the Institute and plans for improvement. A list of colloquia speakers, a list of Institute fellows, the brochure, and fall and spring orientation programs are included in the appendices. (AF)

ED 051 744 HE 002 214
Tetlow, William L., Jr.
Preliminary Investigations on the Academic Performance of Minority Group Students at Cornell University.
American Association for the Advancement of Science, Washington, D.C.
Pub Date 27 Dec 70
Note—16p.; Paper presented at the 137th Annual Meeting of the American Association for the Advancement of Science, Chicago, Illinois, December 27, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Admission Criteria, College Admission, *Disadvantaged Youth, *Educationally Disadvantaged, *Higher Education, *Minority Groups, *Open Admissions, *Special Programs
Identifiers—*Cornell University
In December 1963, President James A. Perkins established the Committee on Special Educational Projects (COSEP), which was to recommend and initiate programs through which Cornell University could make a larger contribution to the education of qualified students who have been disadvantaged by their economic, cultural, and educational environments. This paper focuses on the COSEP program and discusses: (1) Cornell University in the 1960's, including its physical setting, its socioeconomic makeup, and the academic qualifications of an entering freshmen class; (2) the establishment of COSEP; (3) the COSEP program in action, 1963-1970, in terms of recruitment, admission, financial aid and counseling; (4) the academic performance of COSEP students; and (5) gradual changes in COSEP program philosophy, from a program that commenced initially as a talent search aimed toward the recruitment of academically qualified students who for a variety of reasons could not attend selective institutions, to a search for students who were capable of successfully completing a course of studies. The paper concludes with 3 recommendations to other universities embarked on programs for minority group students. (AF)

ED 051 745 HE 002 215
Rothwell, Kenneth J., Ed.
A Directory of Study Abroad Programs as Conducted by Colleges, Universities, and Institutions of Higher Learning in New England. International Studies Series.
New England Center for Continuing Education, Durham, N.H.
Pub Date Mar 70
Note—134p.; A Survey undertaken by The New England Council for International Education
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Students, *Directories, Higher Education, *International Programs, *Study Abroad
Identifiers—*New England
This directory attempts to provide students, faculty and administrators with comparative information on study abroad programs conducted by colleges and universities in New England. Section I, the introduction, deals with the objectives and scope of the report. Section II presents: (1) a general survey of study abroad programs for U.S. participants, including the extent of the programs, an evaluation of the programs, and suggestions for future improvements; (2) a discussion of undergraduate study abroad programs, including some of the dangers involved, and recommendations for improvement, such as the establishment of an advisory service on study abroad, and a moratorium on new study abroad programs, until all possibilities for cooperating with an established program have been examined and exhausted; (3) a brief review of attempts by educators to set standards for foreign study programs; and (4) an examination of the university's responsibility in international educational exchange. Part III presents information on the study abroad programs offered by New England colleges and universities. (AF)

ED 051 746 HE 002 216
Rothwell, Kenneth J., Ed.
New England Professional Schools and World Affairs; A Report on a Conference Conducted by the New England Center for Continuing Education.
New England Center for Continuing Education, Durham, N.H.
Pub Date Apr 68
Note—72p.; Report Number 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Higher Education, *International Education, *Professional Education
Identifiers—*New England
The conference "The Professional School and World Affairs," was organized to bring together within the New England region, faculty and administrators from 8 professional schools: agriculture, business administration, education, engineering, law, medicine, public administration, and public health, to help advance the understanding of international education. This report contains the proceedings of that conference, including reports of discussion groups dealing with the international dimension of New England professional schools; an address by Everett Walters on higher education and world affairs; and reports by representatives of each of the professional schools on the regional and intraprofessional problems of international education. This volume also contains a directory of professional schools and of international education programs in New England, and the program and list of conference participants. (AF)

ED 051 747 HE 002 217
Rever, Philip R., Ed.
Open Admissions and Equal Access.
American Coll. Testing Program, Iowa City, Iowa.
Report No—Monogr-4
Pub Date 71
Note—109p.
Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($3.00)
Document Not Available from EDRS.
Descriptors—Admission (School), *Admission Criteria, *College Admission, *Equal Education, *Higher Education, *Open Admissions, Student Motivation, *Universal Education
The papers in this volume, except for the last one, were delivered at the March 1970 National Conference of the American Association for Higher Education held in Chicago. Part I deals with "who should decide who goes to college," and contains a paper by Wayne Morse who concludes that it is the people who should make the decision, since it's for society's general benefit, and society must support higher educational financially; and a commentary by Stephen J. Tonsor, who asserts that financing should be up to the student and that freedom of choice can only be assured through an adequate financial aid system. Part II deals with the issue of "who should go to college," and includes a paper by William M. Birenbaum who accuses higher education of primarily serving the middle class, challenges the assumptions of collegiate experience, and concludes that "we are no longer prepared to tell anyone that he should not go." The commentaries are by Timothy S. Healy and Robert S. Babcock. Part III discusses "open admissions to what?" and includes papers by Peter Schrag and Theodore M. Newcomb, and a commentary by Edmund W. Gordon. The last section, Perspectives on Open Admissions, includes a paper by Leo A. Munday and Philip R. Rever, which attempts to synthesize some of the important concepts presented in the earlier papers as well as in other writings. (AF)

ED 051 748 HE 002 218
Critique of Newman Report.
Washington Higher Education Secretariat, Washington, D.C.
Pub Date 8 Apr 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Problems, *Higher Education, *Problems, Responsibility
Identifiers—*Newman Report Critique
This critique by the Washington Higher Education Secretariat, which is composed of the Washington based higher education associations, views the Newman Report on Higher Education as "a curious reflection of well intentioned concern," but based on inadequate research in the field. This impression is supported by examples and the critique concludes by stating that what higher education needs is not concentration on its problem areas, but more explication of specific programs based on a sound perception of needs, and a wider dissemination of information about what is being done to cope with these problems by numerous institutions and groups. (AF)

ED 051 749 HE 002 221
Schell, Robert E.
The Transfer Student: An Institutional Variable in the Analysis of Junior Year College Marks.
State Univ. of New York, Oswego. Coll. at Oswego.
Pub Date 3 Aug 70
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Performance, Analysis of Variance, Grades (Scholastic), *Higher Education, Transfers, *Transfer Students
Identifiers—*New York State University (Oswego)
The purpose of this study was to examine college grades of students, transfer and native, to determine the relationship between grades and transfer status, sex, college division, and major field of study, and their interaction to determine if these variables were related to student achievement. The study focused on the two institutional characteristics: division and major field, and on the joint relationship of variables. The subjects of the study were 128 randomly selected students attending the State University of New York at Oswego. Transfer students were defined as those who had completed more than 30 hours at another institution, while native students were defined as those who had completed less than six semester hours at another institution. The relationships between the independent and dependent variables were analyzed by means of a completely randomized 2X2X2X2X factorial of variance. The results indicated that non-science majors had a significantly higher GPA than did science majors, and that there was a statistically significant interaction between transfer status and the division enrolled: transfer students did better in the Division of Professional Studies, while the native did better in the Division of Arts and Sciences. (AF)

ED 051 750 HE 002 222
Merryman, Mary F. Kerwin, Leo
A Three Semester Study of the Credit - No Credit Option in the College of Arts and Sciences, University of Missouri, Kansas City.
Missouri Univ., Kansas City.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Courses, *Credit No Credit Grading, *Credits, Grades (Scholastic), *Higher Education
Identifiers—*Missouri University (Kansas City)
This report presents the findings of a study based upon the three successive semesters that a credit-no credit option was introduced in the College of Arts and Sciences at the University of Missouri, Kansas City. The purpose of the option was: (1) to encourage students to attempt courses they otherwise might not attempt; and (2) to reduce some of the competitiveness for grades. Of the 254 students who selected the option, 75 percent received credit; it appeared that students had a better chance of receiving credit if they were more advanced in class ranking. Generally, students who elected a course on the credit-no credit basis were better than average students. Results of a questionnaire sent to students participating in the option indicated that students used the option primarily to reduce pressure for a

grade, but also (about 40 percent) to explore outside their area of interest. Most students said they did as much work in the credit-no credit course as in a regularly graded course, though they agreed the option did remove some of the pressure for a grade. Almost all students were very satisfied with the option. A copy of the guidelines for use of the option is appended to this report. (AF)

ED 051 751 HE 002 223
Adwere-Boamah, Joseph
Intellect and Commitment: A Potential for Educational Change in the New Nations.
California Univ., Berkeley. School of Education.
Pub Date Apr 71
Note—8p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 29-30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, *Foreign Countries, *Foreign Students, *Higher Education, Social Problems, *Student Opinion
Identifiers—*Africa
This paper discusses the educational orientations and concerns of African intellectuals in U.S. institutions of higher education, and assesses the relationship of such orientations to the perceptions of problems and processes of social change in African countries. Information was obtained from all students from Ethiopia, Kenya, Ghana, and Nigeria attending Pacific Coast institutions. The results of the survey indicated that more than half of the respondents favored educational change in the African countries. Forty-eight percent of the pro-change group favored the establishment of indigenous universities, because they believed that those institutions represented the formula for resolving the problems of contemporary African nations. Only 8 percent favored the stable continuity of the existing colleges and universities. Those who tended to see economic development, educational needs, tribalism, and national unity as very serious problems confronting their society favored educational change, while those who did not take these problems as very serious tended to support the status quo. In addition, the large majority of those who favored "Africanization" of higher education were in favor of educational change and wanted the creation of indigenous institutions. Though most students were concerned with scholarship, those who did not favor educational change were far more concerned than those who did. (AF)

ED 051 752 HE 002 226
Spencer, Richard E. Aleamoni, Lawrence M.
The Illinois Course Evaluation Questionnaire: Description of its Development and a Report of Some of its Results. A History of the Illinois Course Evaluation Questionnaire.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-292; RR-306
Pub Date Sep 69
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, *Evaluation, *Higher Education, *Questionnaires, Student Opinion
Identifiers—*Illinois Course Evaluation Questionnaire
This document consists of two reports. The first report discusses the purpose in developing the Illinois Course Evaluation Questionnaire (CEQ), which was to devise an instrument that could elicit student opinions about a standardized set of statements relative to certain standardized aspects of an instructional program, and to develop norms which would enable the instructor to adequately compare his results with the results of other instructors. It also reviews the method of the questionnaire development: the criteria applied, the experience of other universities, and the item selection. The questionnaire's subscore development, its reliability and the scoring procedure are explained in the appendix, where the development of the normative data, the system for reporting and developing the questionnaire results, and report of some studies which have used the CEQ are also discussed. The second report expands on the development aspects of the questionnaire. (AF)

ED 051 753 HE 002 228
Faust, Margaret S.
In Opposition to Conventional Grades.
Pub Date 71
Note—8p.; Paper based on a presentation to a meeting of the American Educational Research Association, New York, N.Y., February, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cluster Colleges, Credit No Credit Grading, Evaluation, *Grades (Scholastic), Grading, *Higher Education, *Pass Fail Grading, *Student Evaluation
Identifiers—*Scripps College
Grades and other record evaluations should serve at least three functions: (1) they should communicate to the student how well and in what ways expected academic competencies and skills are being developed; (2) they are to be used within the college for advisory purposes, for granting admission to certain courses and programs, and for decisions on enrollment and degree requirements; and (3) they are used by graduate and professional schools for admission purposes, state scholarship agencies, and potential employers. Because conventional grades do not serve these functions adequately, they rarely reflect the student's true potential or the student's real academic strength and weaknesses. Studies have also shown that there is no evidence that conventional grades are better predictors of future academic success than are nonconventional grades. The experience with nonconventional grading at Scripps College indicates that instructors' comments serve the educational purposes of the College better than the former conventional grading system. (AF)

ED 051 754 HE 002 229
Witheiler, Paula
Course Evaluations at Hofstra University - Spring 1969.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Report No—R-94
Pub Date Apr 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, *Courses, *Higher Education, *Student Evaluation, Student Participation
Identifiers—*Hofstra University
This paper presents information on course evaluations that took place at Hofstra University in the spring of 1969. Data is presented on courses scheduled and the percentage of those who participated in the evaluations by school, department, and by course level for both fall and spring semesters. Evaluative student responses to items pertaining to various aspects of courses on a university and individual school basis are also given. The findings indicate that 64 percent of the 1,893 courses were evaluated, that participation ranged from 0 percent in some departments to 100 percent in the American Studies and other programs. On the average, graduate courses received the highest percentage of above average ratings for all items, with the exception of course items. Other evaluated items were: the instructor, the text, students, and general. (AF)

ED 051 755 HE 002 230
The Organization and Functions of the Governing Boards and the President's Office. A Discussion Memorandum.
Harvard Univ., Cambridge , Mass. Univ. Committee on Governance.
Pub Date Mar 71
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, Administrator Responsibility, Administrator Role, *Governance, *Governing Boards, *Higher Education, Leadership Responsibility, Power Structure, *Presidents
Identifiers—*Harvard University
This paper identifies the problems observable in the organization and operations of Harvard University's Governing Board and President's office. It poses issues requiring decisions and in some instances makes recommendations. The report first examines the Board of Overseers: the issues of power, such as lay control over universities, and the distribution of power among faculties, administration and governing boards; issues of composition, election, and terms of office, including the nominations process; issues of effectiveness, including the consent function and staff organization; the adequacy of the Committee structure; and faculty and student interaction with the Board of Overseers. These same issues are also examined as they pertain to the Corporation. For the Office of the President, issues of power, including limitations to this power, are discussed, as well as administrative functions, educational functions, and new functions, including: transactions with the Governing Board, leadership of the Council of Deans and Senate, leadership of a strengthened central staff, and relating Harvard to its external communities. A chart of the composition of Harvard University is included in the appendix. (AF)

ED 051 756 HE 002 231
Richards, James M., Jr.
A Study of the "Environments" of Japanese Universities.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Pub Date 21 Apr 71
Note—27p.; Paper presented at the Western Psychological Association, San Francisco, California, April 21, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Environment, Factor Analysis, *Foreign Countries, Higher Education, *Institutional Environment, *Measurement, *Universities
Identifiers—*Japan
A limitation of most past studies of university environments is that they have been restricted to institutions in the United States. Accordingly, in this study two approaches to the measurement of environments were applied to Japanese universities: factor analysis and classification of faculties according to the Environmental Assessment Technique (EAT) scheme. Four factors were interpreted to involve Size, Affluence, Technical Emphasis, and High Cost - Private Control. The EAT profile scores are closely tied to theory, appear to reveal meaningful differences in emphasis by Japanese universities on subject matter areas, and are related in meaningful ways to the factor environment measures. Thus, both procedures yielded results that are reasonably clear and meaningful. Moreover, the pattern of these results is generally similar to the pattern of results in the United States, but with differences that appear related to the organization of higher education in the United States. (Author)

ED 051 757 HE 002 233
Willingham, Warren W.
Professional Development of Financial Aid Officers. Higher Education Surveys.
College Entrance Examination Board, Palo Alto, Calif.
Report No—R-2
Pub Date Nov 70
Note—44p.
Available from—Western Regional Office, College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Administrative Personnel, *Educational Needs, *Financial Services, Financial Support, Higher Education, *Professional Continuing Education, Responsibility, *Surveys
This survey was concerned with the present level of professional development of financial aid officers, their training needs, and their attitudes concerning future development of the profession. Results were based upon responses of aid directors at a representative group of 122 institutions in the West. Some of the principal findings were: (1) annual turnover appears to be somewhat lower and interinstitutional hiring somewhat higher than was true 4 years ago; (2) academic courses in each of 10 different areas were judged "very useful" by 50 to 90 percent of those who had taken the course; but in most cases fewer than 1 aid officer in 3 had taken the course; (3) three out of 4 aid officers felt that various forms of job orientation were desirable; (4) workshops were the favored method of maintaining professional competence and favored topics were such issues as minority/poverty problems, status of state and federal aid bills, and recent aid literature and research. (Author/AF)

ED 051 758 HE 002 242
Keniston, Kenneth Lerner, Michael
The Unholy Alliance Against the Campus.
Carnegie Commission on the Future of Higher Education, Berkeley, Calif.
Pub Date 71
Note—27p.; Reprint
Available from—Carnegie Commission on Higher Education, 1947 Center Street, Berkeley, California 94704 ($0.20)
Document Not Available from EDRS.
Descriptors—*Activism, *College Students, Educational Change, *Faculty, *Higher Education, *Social Problems, Student Behavior
Radical extremists on the left and right are allied in a concerted attack on higher education, blaming the campuses for the unrest. Though the public on the whole has rejected the extreme charges, many have been persuaded that campus reforms would lessen or eliminate the disorders that have swept higher education. Hundreds of studies of student unrest do not support this view. Many other misconceptions should be corrected: (1) the overwhelming majority of campus protests have been peaceful and orderly, and not violent; (2) 99 percent of the students neither are nor want to be violent; (3) campus permissiveness is not responsible for policy brutality or student violence; (4) though police have often overreacted, this is not the norm; and (5) when it comes to protecting their own turf, most faculty members are not radical, but very conservative. Charges that universities attempt to indoctrinate their students and are becoming politicized are refuted. Protesters tend to be better students than the non-protesters, and to bar them from campuses would deprive society of their potential or real talents. Higher education must be reformed to serve society better, not destroyed as a scapegoat for national problems. A bibliography of studies of student activism, protest, and faculty roles concludes the paper. (AF)

ED 051 759 24 HE 002 256
Cherdack, Arthur N.
The Predictive Validity of the Scholastic Aptitude Test for Disadvantaged College Students Enrolled in a Special Education Program. Final Report.
California Univ., Los Angeles.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-I-113
Pub Date Apr 71
Grant—OEG-9-70-0014(057)
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Achievement Tests, *College Freshmen, *Disadvantaged Youth, *Grade Point Average, *Higher Education, Minority Groups, *Predictive Validity
Identifiers—*California Educational Opportunities Program
The main objectives of this study were: (1) to determine the degree to which SAT scores and high school grades were effective in predicting the freshman grades of disadvantaged/minority students; (2) to examine the validity of these same predictor variables for subgroups of minority freshmen formed on the basis of sex, ethnic background and "risk" admission status; and (3) to determine if the use of a common white regression equation for minority students either over or underpredicted their actual performance. The data was obtained from 200 minority students enrolled in the 1968 Educational Opportunities Program (EOP) and in the College of Letter and Science (CLS) at 2 University of California campuses. These data were cross validated with findings observed for entering 1969 EOP groups, and randomly selected control populations of over 600 CLS freshmen were added for purposes of comparison. The results showed that the high school average was the best overall predictor of college grades for both minority and white freshmen. SAT-V was a more consistent positive predictor for white than for minority students. Minority and white female SAT-V correlations were generally higher than those for males; and the predictor variables correlated poorer for EOP "risk" groups than for other groups. (Author/AF)

ED 051 760 HE 002 258
Retzlaff, Bernice R.
Higher Education Administration. An Annotated Bibliography of Research Reports Funded by the Cooperative Research Act, 1956-1970.
National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Report No—OE-12054
Pub Date 71
Note—19p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.212:12054, $.30)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administration, *Annotated Bibliographies, *Bibliographies, Communications, Faculty, *Higher Education, Instructional Programs, Management, *Research, Students
This annotated bibliography lists federally-funded research reports on the organization and administration of institutions of higher education. The items were selected from announcements in RESEARCH IN EDUCATION, and are divided into 6 subject categories: communication, faculties, financing, institutional management, instructional programs, and students. Author and institutional indexes are included. (JS)

ED 051 761 HE 002 263
Horne, B. C.
Characteristics and Performance of Second-Year Engineering Students in Victorian Colleges of Advanced Education 1969.
Australian Council for Educational Research, Victoria.
Pub Date 70
Note—280p.
Available from—Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia
Document Not Available from EDRS.
Descriptors—College Students, *Engineering Education, *Foreign Countries, Questionnaires, *Student Characteristics
Identifiers—*Victoria (Australia)
This study describes the characteristics of Victorian college engineering students. Ninety percent of the second-year full-time engineering students filled out a questionnaire and provided information on: country of birth, age, sex and marital status, type of secondary school attended, subjects passed at leaving and matriculation level, scholarships, father's occupation, parents' educational level, and sibling tertiary education experience. By a series of cross-tabulations the students' replies were related to: college attended, location of college attended, field of engineering studies, and performance at annual examinations. The chi-squared test was applied to determine the significance of any differences found. The better performing students were found to be: Australian born, younger than average, former technical school students, and sons of tradesmen or manual workers with only a primary level education. Students' replies to a second questionnaire with data on their study habits and other related questions were cross-tabulated with subsequent performance at the annual examination. The study also examines the concept of advanced education and discusses a number of the implications of the material presented. (Author/AF)

ED 051 762 HE 002 265
The Faculty Enrichment Institute. Final Report.
Elizabeth City State Univ., N.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 70
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Curriculum Development, *Humanities, *Institutes (Training Programs), Research, Teaching Techniques
Identifiers—*Elizabeth City State University
The purpose of the Faculty Enrichment Institute was to expose the humanities faculty of Elizabeth City State University to the latest developments in research, curriculum, teaching techniques and other related areas in order to improve the quality of instruction. This report discusses the project activities and the staff involved, and concludes that the participants benefited greatly from the experience. (AF)

ED 051 763 HE 002 266
The Expansion of Equal Educational Opportunities; An Evaluation Study of the New York State Higher Education Opportunity Program. Final Report, Part Two.
Human Affairs Research Center, New York, N.Y.
Spons Agency—New York State Education Dept., Albany.
Pub Date Jun 70
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Disadvantaged Youth, Educationally Disadvantaged, *Equal Education, *Evaluation, Financial Support, *Higher Education, *Special Programs, Tutoring
Identifiers—*New York Higher Education Opportunity Program
This report discusses the Higher Education Opportunity Program (HEOP), the primary purpose of which is to expand equal educational opportunities to the economically and educationally disadvantaged youth of New York State (1) who are graduates of approved high schools or holders of a New York State high school equivalency diploma, and (2) who are potentially able to successfully complete a postsecondary education program. Chapter 1 describes the origin and general structure of HEOP; Chapter 2 summarizes HEOP practices in the participating institutions; Chapter 3 discusses the dimensions of the program as can be gleaned from statistical data; and the final chapter discusses the implications for the future of the program. (AF)

ED 051 764 HE 002 267
Proceedings of an Invitational Workshop on Curriculum Development in Ecology and Related Environmental Sciences, December 10 - 11, 1970.
California State Colleges, Los Angeles. Div. of Academic Planning.
Pub Date Mar 71
Note—95p.; Division of Academic Planning
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Curriculum Development, *Ecology, Environment, *Environmental Education, Higher Education, Interdisciplinary Approach, *Manpower Development, Manpower Needs
The purpose of the conference was to discuss the following issues: (1) curricula relating to the pure and applied sciences of the environment; (2) programs designed to develop the technological skill necessary for the person who deals with some aspect of maintaining a healthful environment; (3) programs designed to develop managers of the environment; and (4) what place the study of living things and their environment should have in every college student's educational experience. The proceedings are divided into 7 sections with each section containing papers pertaining to the subjects under consideration. The sections are: (1) "What Purposes are to be Served by what Kinds of Programs?," including papers dealing with the education and training of the ecologist, environmental scientist, technologist, and manager of the environment, as well as general education in ecology; (2) "Science and Technology: the Question of Emphasis"; (3) "Science and Humanities: Their Interrelationships"; (4) "The Role of Multidisciplinary and Multiuniversity Programs in Today's Multiversity"; (5) the employment environment in the 1970's and 1980's in the public schools, industry, government and public service; (6) reports of the workshops in curriculum development; and (7) the conclusion. (AF)

ED 051 765 HE 002 268
The Definition of Endowment Income.
Princeton Univ., N.J.
Pub Date Feb 70
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, *Financial Policy, *Higher Education, *Income, *Investment, *Money Management, Universities
Identifiers—*Princeton University
This booklet addresses itself to two basic questions: (1) what should be the University's objective in investing endowment funds? and (2) what part of the University's total return on endowment should be regarded as spendable

income in any given year? After outlining the basic objective, which should be to obtain the highest possible total rate of return, the booklet defines spendable income and discusses the current financial rules of Princeton University, and the legal issues, the economic issues and questions of general policy involved. It then makes a proposal for a redefinition of endowment income and outlines and discusses in some detail the general features of a "Basic Plan." Included in the appendices are: (1) a glossary of terms; (2) historical data on the performance of the Princeton investment pool; (3) a review of plans at other institutions for the treatment of capital appreciation; and (4) notes to accompany illustrations of the proposed plan for a redefinition of endowment income. (AF)

ED 051 766 HE 002 269
Chambers, M. M.
Boards Governing Two or More State Institutions of Higher Education.
Illinois State Univ., Normal. Dept. of Educational Administration.
Pub Date 25 Feb 70
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Governance, *Governing Boards, *Higher Education, Responsibility, State Colleges, State Universities
The governing boards discussed in this paper are those that have full and sole authority to govern each and all the institutions under its jurisdiction. They generally consist of a group of laymen appointed by the governor and confirmed by the senate. There are 14 states in which such a board is statewide, in the sense that it governs all state colleges and universities in the state with the exception generally of the junior colleges and 2-year vocational schools. These states are: South Dakota, Florida, Iowa, Montana, Idaho, Kansas, North Dakota, Oregon, Georgia, Mississippi, Rhode Island, Arizona, Utah, and West Virginia. Fourteen other states: California, New York, Illinois, Tennessee, Wisconsin, Louisiana, Alabama, Texas, Vermont, Connecticut, Colorado, Minnesota, Oklahoma and Massachusetts have centralized subsystems within the state, each under a single governing board whose jurisdiction is confined to its own cluster of institutions. Since junior colleges in most states continue to be based on local taxing districts from which they derive part of their tax support, in addition to getting substantial aid funds from the state, they cannot be said to constitute a totally centralized subsystem. (AF)

ED 051 767 HE 002 270
Redd, George N.
Workshop on the Incorporation of Materials about the Negro in the Curriculum of the Liberal Arts College, August 4 -- August 15, 1969.
Fisk Univ., Nashville, Tenn.
Pub Date 5 Feb 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African American Studies, *Colleges, Curriculum, Curriculum Development, *Instructional Materials, *Liberal Arts, *Negro Culture, *Workshops
Identifiers—*Fisk University
The purpose of this workshop was to acquaint social science and humanities teachers in small liberal art colleges with available materials about the Negro in American life, and the several approaches for incorporating these materials within the curriculum of the liberal arts college. This report lists the 32 participants and discusses: (1) the program of studies; (2) the workshop staff; (3) Fisk University resources in Negro life and culture; (4) the group reports which dealt with: (a) a selected bibliography for the study of the Harlem Renaissance; (b) an outline for a course in Afro-American history; (c) criteria for revision and addition of courses in Negro culture in the liberal arts curriculum; and (d) criteria for developing programs of black studies; (5) the attempts that were made to realize the objectives of the workshop and some of the positive and negative aspects of the project; and (6) some of the steps the participants decided should be taken as a result of the workshop. (AF)

ED 051 768 HE 002 272
Seaton, Craig E.
The Christian College as a Source of Students for Selected Theological Seminaries.
Biola Coll., La Mirada, Calif.
Pub Date Dec 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Church Related Colleges, *College Graduates, *Enrollment Trends, *Theological Education
To determine the extent to which the Christian colleges serve as a source of students for selected theological seminaries in the United States, seminary catalogs with student rosters were obtained from 11 seminaries. Those included were: Gordon, Grace, Dallas, Fuller, Western Baptist, Talbot, Trinity, Eastern Baptist, Calvin, Princeton, and Bethel. The findings indicated that: (1) Christian college graduates tended to attend seminary within the same geographic region as their undergraduate college, though Princeton and Dallas drew their students from all areas of the country; (2) Christian colleges affiliated with seminaries tended to be the greatest source of Christian college graduates for that seminary; (3) Bible colleges produced a surprisingly high percentage of the total enrollment of the seminaries; (4) several seminaries received a substantial percentage (over 30 percent) of their students from the public sector; and (5) Christian colleges supplied 43 percent of the seminarians to these seminaries. (AF)

ED 051 769 HE 002 273
Cohen, Audrey C.
Women and Higher Education; Recommendations for Change.
College for Human Services, New York, N. Y.
Pub Date [71]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Discriminatory Attitudes (Social), *Females, *Higher Education, *Social Discrimination, Special Services, Women Professors
Society has traditionally discriminated against women in the educational and professional areas, and studies have shown that even talented and educated women are affected by what has been labeled "a climate of unexpectation." Colleges and universities, as part of their responsibility to build a new society, must play a major part in affecting attitudes toward women by changing their own programs and policies and eliminating discrimination against women faculty and students. This paper discusses some of the educational professional roadblocks facing women, as well as the negative policies of many universities, and concludes with a series of recommendations for reforms. These include: (1) policy and structural changes to promote increased involvement of women in academic life at all levels and in all fields; (2) program and service changes to facilitate life on campus for women, such as the provision of child-care facilities on campus, and campus health services for women; and (3) academic changes, including the institution of a series of courses or major programs of female studies. (AF)

ED 051 770 HE 002 274
Seaton, Craig E.
Deans of Students and their Programs at Selected Christian Liberal Arts Colleges.
Biola Coll., La Mirada, Calif.
Pub Date Dec 69
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Background, *Church Related Colleges, *College Deans, Experience, Qualifications, *Student Personnel Services, *Surveys
Questionnaires were sent to deans of students at 31 selected Christian colleges with enrollments of 600 and over. Information was solicited on: (1) salary scale and additional benefits; (2) educational background; (3) experience in teaching, counseling and administration, and years in present position; (4) age, sex, and marital status; (5) publications; (6) membership in professional organizations; (7) journals regularly read; (8) journal subscriptions; (9) person directly responsible to; (10) duration of contract; (11) persons responsible to the Dean of Students; (12) prior experience in a subordinate position; (13) availability of in-service training programs for student personnel staff; (14) availability of training manual for staff members; (15) required submission of reports from staff members; (16) need for annual report to superior; (17) the presence of a centralized student record service; and (18) the location of student personnel services. The findings indicated that some 43 percent held doctorates and that about 60 percent had received training in education at the advanced degree level. Ninety-two percent belonged to professional organizations. The results of this study are compared with national norms. The deans were also asked to name the 10 leading Christian colleges in the nation and, with the exception of one, all who answered included their own institution in the list. (AF)

ED 051 771 HE 002 275
Higher Education Opportunity Program, 1970-71. Interim Report.
New York State Education Dept., Albany. Div. of Higher Education.
Pub Date 21 Jan 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Compensatory Education Programs, Counseling, *Disadvantaged Youth, *Educationally Disadvantaged, Financial Support, *Higher Education, *Special Programs, *Special Services, Tutoring
Identifiers—*New York Higher Education Opportunity Program
This report summarizes the status of the 1970-71 Higher Education Opportunity Program (HEOP), and the Search for Education, Elevation, and Knowledge (SEEK) programs in the public and non-public colleges and universities in New York State. The major aims of the programs are to encourage economically and educationally disadvantaged students to enter and remain in an institution of higher education. This report presents summaries of the plans, objectives and projections of the HEOP or SEEK programs of (1) private colleges; (2) the City University; (3) the State University; and (4) the Education Department. Also included are budget projections and enrollment figures. The appendix presents: (1) examples of HEOP and SEEK programs; (2) the State University general plan for educational opportunity programs; (3) the Education Department review of the State University general plan; (4) the City University general plan for the SEEK program; and (5) the Education Department review of the City University general plan. (AF)

ED 051 772 HE 002 276
Chambers, M. M.
Freedom of the College Student Press.
Illinois State Univ., Normal. Dept. of Educational Administration.
Pub Date Jan 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Liberties, *College Students, *Court Litigation, *Higher Education, Newspapers, School Newspapers, *Student Publications
Identifiers—Due Process, *Freedom of the Press
There is considerable debate on and off campus about the extent to which student editors and reporters can legitimately express controversial views and whether they may use allegedly indecent words; and whether university and college administrators can censor or suppress student publications unacceptable to them. This paper reviews some of the cases of freedom of the college and high school student press and court pronouncements related to these issues. Cases discussed are: (1) the publication and censoring of an Eldridge Cleaver article at Fitchburg State College in Massachusetts; (2) the publication of an article critical of state officials at Troy State University in Alabama, and the subsequent dismissal of the paper's editor; (3) refusal by campus papers to accept paid advertisements designed to promote social or political views; and (4) situations in which students were punished and expelled for distributing pamphlets critical of the administration or other officials. Court decisions held that in all cases students were entitled to due process. (AF)

ED 051 773 HE 002 277
Chambers, M. M.
The "Speaker Ban" Furor.
Illinois State Univ., Normal. Dept. of Educational Administration.
Pub Date Feb 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Civil Liberties, *Court Litigation, *Freedom of Speech, *Higher Education

Identifiers—*Speaker Bans

This paper reviews some of the speaker ban cases that were tested in U.S. district courts. The cases discussed are: (1) the attempt by University of North Carolina administrators to ban Herbert Aptheker (an avowed Communist) from speaking on campus; (2) the class action of the Chicago Circle campus of the University of Illinois brought before a special three-judge federal court to have the Clabaugh Act declared unconstitutional; (3) the barring from Auburn University of William Sloan Coffin, a man convicted of a felony; (4) the rejection by the administration of the University of Tennessee of proposed invitations by a student organization to Dick Gregory and Timothy Leary; and (5) and the rules governing guest speakers promulgated by the Mississippi Board of Trustees of State institutuions of Higher Learning which were applicable to all campuses. None of the speaker bans were upheld in the courts. (AF)

ED 051 774 HE 002 279

Norman, Mary M.

Centers and Institutes at The Pennsylvania State University. A Case Study.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No—R-9

Pub Date Mar 71

Note—67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, Coordination, *Higher Education, *Objectives, Organization, Research, *Research and Development Centers, Services

Identifiers—*Pennsylvania State University

This paper discusses 43 autonomous and semiautonomous centers on The Pennsylvania State University's main campus. It deals with (1) the history and origin of the Penn State centers, and notes that the centers established between 1887 and 1955 generally represented areas in agriculture, engineering and technology, life sciences and the physical and earth sciences, while those established since 1960 have represented the social sciences and the humanities; (2) the functions of the centers, which include: administration and coordination of research, the conduct of research, public service, education and training, and providing supporting services to colleges and/or departments; (3) the differences in functions between the centers and the academic departments; (4) the 3 kinds of structures of the centers: the complete bureaucracies, the truncated bureaucracies, and the enucleated bureaucracies; (5) the organizational maintenance of the centers; (6) the centers' impact on: agriculture, environmental studies, science and technology, public affairs and public service, education, the arts, and services; and (7) some trends and the possible future. (AF)

ED 051 775 HE 002 281

Creager, John A.

Goals and Achievements of the ACE Internship Program in Academic Administration.

American Council on Education, Washington, D.C. Office of Research.

Report No—ACE-RR-Vol-6-NO-3

Pub Date Apr 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Employment Patterns, *Evaluation, *Higher Education, *Internship Programs, Questionnaires

Identifiers—*Academic Administration Internship Program

The purpose of the Academic Administration Internship Program is to enlarge the number and to improve the quality of persons available to fill key positions in academic administration. The program was designed to meet the following objectives: (1) to identify qualified people; (2) to select the most promising among those identified; and (3) to provide the selectees with experiences that would develop their potential to perform effectively in administrative positions directly related to academic areas. After briefly discussing the results of prior research on nomination, evaluation and selection, this report deals mainly with the results of the Career Status Followup Study, which included the sending of a Career Status (CSQ) to 106 former Fellows and 106 former nominees who did not receive the internship. In addition, the CSQ was sent to 83 participants in the ACE Academic Deans' Institutes in 1967 and 1968. The results indicated that there was a high intrinsic correlation between selection and experience as a Fellow and early attainment of a career position as an academic administrator. Some findings were also made regarding: (1) the nomination stage, (2) the dossier evaluation stage, (3) the interview stage, and (4) the internship experience. (AF)

ED 051 776 HE 002 294

More Scholars Per Dollar

California Univ., Irvine. Public Policy Research Organization.

Spons Agency—Carnegie Commission on Higher Education , Berkeley, Calif.; Ford Foundation, New York, N.Y.

Pub Date 1 Feb 71

Note—805p.; Second Printing

EDRS Price MF-$0.65 HC-$29.61

Descriptors—*Administrator Responsibility, Consortia, Curriculum, *Educational Accountability, *Educational Finance, Educational Innovation, Effective Teaching, *Higher Education, Interinstitutional Cooperation, Library Expenditures, Relevance (Education), Resource Allocations, *Student Costs

Identifiers—California University (Irvine)

This compendious study was undertaken to consider how to deal with increasing student enrollments and decreasing higher education budgets so that students would not suffer unduly from program reductions. The study includes Part I, Perspective, considering the changing purposes and goals of higher education and recommending strategies for changes expanded upon in subsequent parts; Part II, Some Alternative Arrangements for Higher Education, with sections on A More Efficient Allocation of Higher Education's Resources, The Affluent Librarian, A New Concept of College and University Administration, U-Net - The University Network, The Urban University, and Higher Education and the World of Work; Part III, Surveys of the Current Scene, including a discussion of A Short History of Higher Education, Options and Issues Concerning Grading in Higher Education, Curriculum Change, Increase University Teaching Effectiveness, Voluntary Cooperation for Effective Resource Allocation in Higher Education, Cooperative Education in Colleges and Universities, Management in Institutions of Higher Education, Can Mathematical Models Contribute to Efficiency in Higher Education?, Allocation of a University's Resources to Instruction, Innovation in Private Colleges and Universities in California, The Computer in Higher Education, and Television in Higher Education; Part IV concludes the study with a 114 page bibliography. (WVM)

ED 051 777 HE 002 298

Fawley, Paul C.

The Changing Purposes of Higher Education.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date 7 Jan 71

Note—7p.; Paper presented at colloquium held at the College of Education, University of Arizona, Kiva, January 7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational History, *Higher Education, *Institutional Role

This paper briefly traces the historical development and purposes of American higher education from the colonial and early national period, through the growth of the modern university, to contemporary attitudes and practices. (JS)

ED 051 778 HE 002 300

Rogers, Kenneth A.

Improving the Latin American Engineering Student's Experience in the U.S. University.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date 71

Note—14p.; Abstract of a Panel Discussion Sponsored by the National Association for Foreign Student Affairs

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009 (1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Experience, *Engineering Education, *Foreign Students, Higher Education, *Student Experience

This report resulted from a conference convened to discuss the special needs of Latin American students in the US and the relationship between academic courses offered and educational needs and career opportunities at home. The conference focused on business administration and engineering, fields attracting the largest number of Latin American students. Separate reports on the 2 fields were published. Part I of this report covers the prospective student's goals, preadmission guidance, selection and admission, predeparture and post-arrival orientation; Part II deals with his personal academic and work experiences in the US; Part III briefly discusses the placement of returning graduates and the possible usefulness of alumni and professional associations. Seventeen recommendations are summarized. (JS)

ED 051 779 HE 002 304

Allan, George

Summary Report of the Ad Hoc Committee on Campus Governance. December 1968-April 1971.

Dickinson Coll., Carlisle, Pa.

Pub Date May 71

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Colleges, *Governance, *Governmental Structure, Higher Education, *Student Participation

These proposals for the reformation of Dickinson College's governmental structure are the result of 3 years of study and debate by a single committee of students and faculty, with shifting membership. Part I reproduces the initial recommendations for a bicameral legislature combined with a strong College Cabinet. Flow charts illustrate the text. Part II presents resolutions for the establishment of All-College committees to replace parallel faculty and student committees. Following rejection of the College Cabinet and bicameral legislature, new proposals for a College Senate were submitted. The proposals and a summary of the committee's reasoning appear in Part III. Part IV contains a proposal for an All-College Committee on Personnel, which was rejected by the faculty in favor of an All-Faculty Committee. (JS)

ED 051 780 HE 002 308

Melnick, Murray

Predicting Graduate Business Grades with the Admission Test for Graduate Study in Business. Abstracts and Reviews of Research in Higher Education No. 14.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Jun 71

Note—4p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Admission Criteria, *Business Education, *Graduate Study, Higher Education, Measurement Instruments, *Predictive Measurement, *Research, *Test Validity

Little information is available concerning the validity of the Admission Test for Graduate Study in Business as a predictor of grades in graduate business programs, despite its use for 15 years. The overall pattern of data suggests that the ATGSB is not a strong predictor of graduate business GPA. Four of the 8 studies reviewed showed low zero-order correlations between ATGSB and graduate grades; 2 showed low moderate multiple correlations when ATGSB was combined with undergraduate GPA as a predictor; 1 reported no significant relationships; and 1 reported high ATGSB Q and V scores were more often associated with high graduate grades than with low ones, but that students with middle range ATGSB V scores received even higher graduate grades than did students with high ATGSB scores. (JS)

ED 051 781 HE 002 310

Jenkins, Martin D.

Guidelines for Institutional Self-Study of Involvement in Urban Affairs.

American Council on Education, Washington, D.C.

Pub Date May 71

Note—25p.

Available from—Office of Urban Affairs, American Council on Education, 1 Dupont Circle, Washington, D.C. 20036 (single copies free on request)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, Higher Education, *Institutional Research, *Institutional Role, *Planning, *Urban Studies, *Urban Universities

These guidelines were prepared to encourage and assist colleges and universities in giving systematic thought to the dimensions of their involvement in community and area affairs. They are intended to provide the basis for in-depth analyses to be conducted by individual institutions. Various aspects of urban involvement are defined, some of the major questions are identified and examples are cited of current programs. A checklist summarizing the areas which institutions must consider is included. It covers: institutional and program objectives, organization and administration, curriculum and instruction, community involvement, the role of the institution as a corporation, research, facilities, and costs. (JS)

ED 051 782 HE 002 312

1969 & 1980 Science and Engineering Doctorate Supply and Utilization.

National Science Foundation, Washington, D.C.

Report No—NSF-71-20

Pub Date May 71

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-0101, $.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Doctoral Degrees, Economic Research, *Employment Projections, *Engineers, Higher Education, *Scientific Manpower, *Scientists

This study is limited to science and engineering doctorates (both PhD and Doctor of Arts) and spans the period 1969 to 1980--a period for which most of the factors likely to have a significant effect on the supply and utilization of doctorates are known or can be reasonably anticipated. The basic methodology involves statistically projecting past and current trends, including reasonable variations, into the future. Projections cover the areas of engineering, physical sciences, social sciences, life sciences and mathematics. They indicate an expected 315,000-336,000 doctoral scientists and engineers available to the US economy in 1980, compared to 270,000-297,000 available positions, and continuation of the movement away from graduate teaching and R&D activities as the major utilization of doctorates. The data are presented in charts and tables and are accompanied by discussion. (JS)

ED 051 783 HE 002 318

Breedin, Brent

Informal Tour of the National Center for Higher Education.

Pub Date 70

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Directories, *Guides, *Higher Education, *Professional Associations

Identifiers—*National Center for Higher Education

This reprint from "College and University Journal" describes the higher education associations and organizations housed in the National Center for Higher Education at 1 Dupont Circle, Washington, D.C. In addition to an outline of the associations' goals, functions, and membership, their locations and staffs are identified. A directory listing suite and phone numbers appears on the back page. (JS)

ED 051 784 24 HE 002 319

Stock, Gary C.

A Follow-Up Study of the Success of Students in the Georgia Talent Search Project FAIT. Final Report.

Georgia Univ., Athens. Inst. of Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-D-053

Pub Date 13 Oct 70

Grant—OEG-4-70-0006(057)

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Attendance, *Disadvantaged Youth, *Economically Disadvantaged, Financial Support, Higher Education, *Success Factors, Talented Students, *Talent Identification

Identifiers—Find and Inform Talent, *Project FAIT

The Georgia Talent Search Project FAIT (Find and Inform Talent) was established in 1966 to identify academically able but financially needy students in Georgia secondary schools. Students identified by guidance counselors were informed by FAIT personnel of the availability of funds for higher education. A source book containing pertinent information on each student was sent to all post-secondary schools in Georgia and contiguous states to encourage institutions to recruit disadvantaged students. This study examines the 2,777 graduated FAIT students. A questionnaire sent to a representative sample of the 57.5% reportedly enrolled in some type of post-secondary institution elicited responses from 41.4%. Among the results, it was found that sex and race were related to continuation of a student's education; white FAIT students and male FAIT students were more likely to attend. White FAIT students tended to enroll in public 4-year schools while black FAIT students enrolled generally in private 4-year colleges. Financial aid was received by 50%; 57% of the blacks and 31% of the whites reported difficulty in securing aid. (JS)

ED 051 785 24 HE 002 320

Jensen, Judith

Developing a Model for an Academic Major in Physical Education. Final Report.

State Univ. of New York, Brockport. Coll. at Brockport.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-B-128

Pub Date Jul 70

Grant—OEG-2-9-420128-1065(010)

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Design, *Curriculum Development, *Educational Innovation, Higher Education, *Physical Education, *Undergraduate Study

This report aims to provide a detailed description of the development of both the concept and content of an innovative undergraduate major in physical education established at the State University College at Brockport. The new approach views physical education as "the study of the significance for man of experiences in certain forms of human movement." In the course of developing the curriculum, literature was reviewed, experts were consulted, curricula of other institutions were studied, and a workshop was sponsored. These efforts resulted in a physical education major which divides the study of movement experiences into 5 basic areas: biological, sociocultural, philosophical, psychological, and performance. The report outlines the components of the curriculum and includes a bibliography. Appendices cover the teacher preparation program, a conceptual curriculum in physical education, excerpts from discussions at the workshop, and course descriptions. (JS)

ED 051 786 24 HE 002 324

Busching, Herbert W.

Fundamentals of Composite Materials for Undergraduate Engineering—A Filmed Presentation. Final Report.

Clemson Univ., S.C.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-D-043

Pub Date May 71

Grant—OEG-4-9-500043-0061-057

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Enrichment, *Engineering Education, *Film Production, Higher Education, *Instructional Films, *Student Participation, *Undergraduate Study

Identifiers—*Composite Materials

Curricula in undergraduate engineering have not adequately reflected present usage and knowledge of composite materials (types of rock and organic matter in which structurally dissimilar materials are combined). Wide usage of composites is expected to increase the importance of this class of materials and the need for more substantive exposure to the uses and mechanics of composite materials at the undergraduate level. The purpose of the project described in this report was to produce a 22-minute instructional film that would enhance curricula in composite materials and to involve students in a mission-oriented project. Classes divided into 3-man teams assumed major responsibility for planning, researching, filming, and narrating parts of the film. Two semesters and 2 summer sessions were used for filming and initial editing. Evaluation of the project will continue as the film is shown, but most of the students and the instructor already consider the experience worthwhile and rewarding. The Appendix contains the substance of the film. (JS)

ED 051 787 HE 002 327

Lahti, Robert E.

Alliance in Leadership.

Pub Date 14 Apr 71

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Role, Board Candidates, *Educational Objectives, Higher Education, *Presidents, *Trustees

The high rate of turnover of college presidents, the scarcity of willing replacements and haphazard recruitment methods are symptoms of a lack of clearly defined administrative needs--one of the most serious management problems in colleges and universities. Directionless institutions in this revolutionary era are likely to surrender to factional pressures and to misplace priorities. Perhaps the position of the president should be modified since neither academic nor managerial skills are sufficient to manage the modern university. We have failed to define the role and qualifications of the board of trustees, which shares responsibility for guiding institutions. Lack of managerial abilities and a complete understanding of and dedication to institutional needs and objectives by trustees and president can leave an institution floundering and defenseless. Both trustees and presidents should be accountable for their performance. As guidelines for mutual evaluation, 22 questions are suggested for the presidential candidate to ask the board, and 28 for the board to ask the presidential candidate. (Author/JS)

ED 051 788 HE 002 328

Institutional Research in Higher Education.

William Rainey Harper Junior Coll., Palatine, Fla.

Pub Date 22 Jun 71

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Colleges, Higher Education, *Institutional Research

This paper defines the term "institutional research" and offers a brief history of its role and scope in higher education up to 1969. A rationale for increased conduct of institutional research by community colleges is presented along with guidelines of the Association of Institutional Research for evaluating the effectiveness of such research activity. (JS)

ED 051 789 HE 002 329

Watley, Donivan J.

Black and Nonblack Youth: Does Marriage Hinder College Attendance?

National Merit Scholarship Corp., Evanston, Ill.

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Report No—NMSC-RR-Vol-7-No-5

Pub Date 71

Note—32p.

Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201 (free, if available)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attendance Patterns, *College Attendance, Higher Education, *Marriage, *Negro Students, *Student Research

This study was designed to investigate the effect that marriage appears to have on college attendance of a group of college-motivated youth during the academic year following their high school graduation. A total of 28,800 National Merit Scholar Qualifying Test participants were selected to compose 72 subsamples formed on the basis of race (black or nonblack), sex, ability level, and geographical region of residence. The return rate was 64% and was related to students' NMSQT selection scores, highest for those with the highest scores. It was concluded that marriage seems a more important factor in the college attendance behavior of nonblack than black males. Marital status of a woman of either race is

especially significant as a determinant of college attendance; a married woman is less likely to attend than her male counterpart. Marriage can also affect the type of college entered, the grades received, and completion of the freshman year. The data are illustrated in tables. (JS)

ED 051 790 HE 002 365
Frame, Stanley M.
A Christian College Commitment to Community Service.
Azusa Pacific Coll., Azusa, Calif.
Pub Date Apr 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Relations, *Graduate Study, *Integration Methods, Intergroup Relations, *Racial Integration, *School Integration
Identifiers—*Azusa Pacific College, Pasadena Unified School District
In response to identified needs, a specialized graduate level program leading to an M.A. in Social Science was developed jointly by Azusa Pacific College and the Pasadena Unified School District. The goal of this program is to focus on the problems and tensions involved in integrating an entire school community, and to enhance skills of understanding and communication among the majority and various minority groups. Twenty educators who are concerned with and involved in district-wide integration have been selected to participate in this 2-year program. (Author)

ED 051 791 HE 002 405
Williams, Robert L.
The Faculty Work Load -- Alternate Methods of Evaluation.
Education Commission of the States, Denver, Colo.
Report No—R-19
Pub Date Dec 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Evaluation, *Faculty, Higher Education, Research, Teaching, *Teaching Load, *Working Hours
This paper is primarily based upon an analysis of faculty workload at several midwestern universities. A faculty member's total workload consists of three different assignments: teaching, research, and public service. The average faculty member spends from 50 to 55 hours each week in these pursuits. The time spent in teaching is usually expressed in terms of contact hours and credit hours which, in turn, are controlled by three factors: (1) the class level of the student; (2) the accustomed or accepted methods of teaching; and (3) the nature of the subject matter. In addition, in assessing teaching loads it is also necessary to have information on: (1) the number of contact hours per week taught in each school according to the academic trade of the faculty member; and (2) the teaching load based on the full-time equivalent faculty position. The teaching load of the research professor should be assessed on an individual basis. Other measures used in consideration of faculty workload discussed in this paper are: teacher-student ratio, class size, and student credit hours per full-time equivalent faculty. (AF)

JC

ED 051 792 JC 710 156
Newman, Loretta M.
Community College Reading Center Facilities.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Report No—Topical Pap-21
Pub Date May 71
Note—19p.
Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles, Calif. 90024 (Price available on request)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autoinstructional Aids, *Educational Facilities, Independent Study, *Junior Colleges, *Reading, *Reading Centers
This topical paper on reading center facilities is part of a series on reading programs in junior colleges. A center is described as a facility used by students, individually or in groups, to develop academic skills and learning through the important element of self-teaching. It is recommended that a center include grouping of learning materials, catalogs, location and direction signs, staff, and students. A satisfactory physical environment or atmosphere is stressed. It is felt that an overall learning center should be the core of a campus. The range in equipment, size, location, and use of space for a center is discussed. Information was gathered from visits to centers at various colleges, surveys, and a study of journal and research articles. (CA)

ED 051 793 JC 710 167
Tolbert, Patsie S.
Survey of Attitudes Toward a Student Activities Program for Johnson County Community College, Shawnee Mission, Kansas.
Pub Date 71
Note—36p.; Paper prepared in conjunction with the EPDA Institute for Advanced Study in Student Personnel Work, University of Missouri-Columbia, Sept. 8, 1970 through May 31, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activities, After School Activities, *Cocurricular Activities, *Junior Colleges, *Recreational Activities, *Student Interests, *Student Organizations
Identifiers—*Kansas
To incorporate many of the suggestions of the authors of community college student activities studies, it is necessary to investigate and determine the characteristics, needs, and desires of community college students. A 15 per cent sample of the student population at Johnson County Community College (Kansas) was surveyed by an instrument developed by the author (appended in the report). The following were determined: average student characteristics; educational goals; reasons for choice of college; degree of satisfaction with friendliness among students and faculty; 72 per cent of the students surveyed recognize the necessity of having campus activities; reasons students may not be attending activities; main source of information about activities; activities students would like to see developed on campus; and who should plan activities. The conclusion is that students do feel a need for organized activity programs, but the extent of the programs is limited by current interest, kind of activity, time required for participation, and students' knowledge of events taking place. (CA)

ED 051 794 JC 710 168
Guilliams, Donald L.
A Comparison of Perception of the Community College Environment by High School Counselors, Community College Counselors, and Community College Students.
Pub Date 71
Note—9p.; Paper prepared in conjunction with the EPDA Institute for Advanced Study in Student Personnel Work, University of Missouri-Columbia, Sept. 8, 1970 through May 31, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, *Counselor Attitudes, *Junior Colleges, School Environment, *Secondary School Counselors, *Student Attitudes
Identifiers—College and University Environment Scale, Michigan
Community colleges must recognize the differences in the perceptions of the college environment by high school counselors, community college counselors, and community college students when planning high school visits and disseminating information. The instrument used to test the extent of the differences was the College and University Environment Scale. Subjects (counselors from all but one high school in the area, all college counselors involved in high school visits, and 55 community college students) were from a small metropolitan area in southern Michigan. While a wide discrepancy was found between high school and community college counselors, no significant differences were found between the perceptions of college students and college counselors. (CA)

ED 051 795 JC 710 169
Sharon, Amiel T.
Effectiveness of Remediation in Junior College.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-50; RDR-70-71-NO-2
Pub Date Sep 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Compensatory Education, *Junior Colleges, *Placement, *Remedial Instruction, *Remedial Programs, *Student Placement
The purpose of this study was to determine the effectiveness of remedial courses and present placement policies and instruments. Comparisons were made in such areas as ability, interest, motivation, persistence, and performance among randomly selected groups of junior college students: (1) those needing to take remedial courses but placed in regular courses, (2) those who enrolled in regular courses after passing remedial courses, and (3) those who did not require remediation. The English remedial course had no effect on student satisfaction but produced a small improvement in subsequent performance. The mathematics remedial course eliminated some of the dissatisfaction with the regular course and had a significant effect on subsequent course work. The placement procedures appeared to be more effective in assigning students to appropriate mathematics than to English courses. (Author/CA)

ED 051 796 JC 710 170
Hankin, Joseph N.
"Quo Vadis" Specialized Occupational Program Accreditation?
Pub Date Dec 70
Note—11p.; Speech given before the Junior College Council of the Middle Atlantic States at the Middle States Association of Colleges and Secondary Schools Meeting, Dec., 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Standards, *Accreditation (Institutions), *Certification, *Junior Colleges, *State Standards
This article on accreditation includes a definition, historical background, and discussion of the various forms of accreditation with their resultant problems. Differences are brought out between regional or general, specialized, state, and federal accreditation. An important question is raised about how specialized and general accreditation can operate most effectively together. Other questions raised concern: program vs. institutional accreditation; proliferation; costs; autonomy and uniformity; evaluation process, standards, and criteria; board membership; and governmental participation. The American Association of Junior Colleges supports the national commission on accrediting policy, which emphasizes the central and important role of regional associations. (CA)

ED 051 797 JC 710 171
Martorana, S. V. And Others
[The Learning Resource Center of the Two-Year College.]
Appalachian State Univ., Boone, N.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—33p.; Selected papers from An Institute for Training in Librarianship, Appalachian State University, Boone, North Carolina, 1969-70
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Libraries, Curriculum Study Centers, Educational Facilities, *Information Centers, *Instructional Materials Centers, *Junior College Libraries, *Junior Colleges, Learning Laboratories, Libraries, *Resource Centers
This collection of papers investigates various aspects of the library as a Learning Resource Center. The first paper focuses on targets for innovation and points to the administrators of Learning Resource Centers as agents for constructive change in their junior colleges. The second paper shows that the library takes on a dynamic teaching function as new instructional materials are incorporated into the traditional library collection; the instructor, librarian, and audiovisualist share the functions of resource directors and teachers. The third article has implications for stimulating faculty to use the facilities of the college's Learning Resource Center. They include encouraging faculty to try new approaches to teaching and to visit other colleges that are doing new and different things. Stumbling blocks and budget considerations are also briefly discussed. The fourth article stresses the need for information to be actively moved by,

rather than passively stored in, a Learning Resource Center. The final article deals with the new trend toward self-instruction and the learning facilities developed to service it. The cost, types and use of facilities is discussed with particular attention given to Portable Carrel Kits which consist of carrying case, cassette tape player, and projector. They can be rented and taken home or used in any other study facility. (CA)

ED 051 798 JC 710 172
Murphy, James P., Ed.
Report on the Proceedings of the Annual Conference for Pennsylvania Community College Trustees (4th, Harrisburg, June 19-20, 1970).
Pub Date 70
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accreditation (Institutions), Adult Education, *Board of Education Role, Collective Negotiation, Conference Reports, *Junior Colleges, Transfer Programs, *Trustees, Vocational Education
Identifiers—Pennsylvania
Conference efforts were directed toward developing new insights into the trustee's role as it relates to major program areas of an institution. The following areas were discussed and the importance of trustees being informed about them stressed: continuing education, career programs, transfer programs, accreditation, and professional negotiations. Continuing education and career or occupational programs are seen as services to the community; trustees are needed to interpret them to the community. Trustees should understand the place of transfer programs in the overall scheme of a college, and assist in creating an atmosphere in which problems or conflicts can best be solved. In the discussion on accreditation, frankness in communication among trustees, faculty, and administration is stressed. The trustee's function in, preparation for, and reaction to collective professional bargaining are discussed. (CA)

ED 051 799 JC 710 173
Leeb, David
Getting It Together: A Learning System in Communication.
Pub Date [71]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Instruction, *Junior Colleges, Learning Activities, Learning Experience, *Learning Processes, Learning Theories, *Listening Skills, *Reading Skills, *Writing Skills
Identifiers—Florida
A learning system developed at Valencia Junior College (Florida) would incorporate educational and communication skills needed for the job market and give direction for the best educational path to pursue, using the skills the student already possesses. The learning system developed as an ascending spiral, intended to include a series of aptitude and measurement tests, with various points for entrance and exit. It is multimodal, makes use of audiovisual devices; is student-directed and teacher-assisted; and presents materials in such a way that the skills of reading, writing, and listening are continuously inter-related. The student is permitted to work most of the way through it without the aid of a teacher. It has built-in evaluation tasks, repeating exercises, special learning experiences, and external opportunities for students. The system is expected to undergo annual revision for further development. (CA)

ED 051 800 JC 710 174
Patterson, Robert A.
Pennsylvania Community College Faculty: Career Patterns and Educational Issues.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date May 71
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Background, *Educational Philosophy, *Junior Colleges, *Teacher Attitudes, *Teacher Background
Identifiers—Pennsylvania
This study identified prior career experiences of 612 junior college faculty in 10 of 12 junior colleges in Pennsylvania and investigated the relationship between identified career experiences and faculty attitudes toward progressive-traditional education issues. Attention was given to the prior career experiences that faculty members felt had the greatest influence on forming their attitudes toward education. These experiences were classified as (1) degree held; and (2) the kind of institutions they were last affiliated with (public school, junior college, 4-year college, graduate school, or business and industry). Kerlinger's Education Scale VII (ESVII) was the measurement inventory used in the study. It was found that: (1) there are statistically significant differences between the subjective pre-organizational career pattern classification of faculty and their attitudes toward educational issues; (2) attitudes of faculty toward education issues do not vary according to the number of jobs held; (3) there is a significant relationship between selected biographical characteristics of faculty, especially academic field and age, and attitudes toward educational issues. It was concluded that community college leaders must try harder to recruit progressive faculty by developing closer contacts with those in graduate study and/or from 4-year institutions. The questionnaire used in the study is included. (CA)

ED 051 801 JC 710 175
Moore, John W.
Pennsylvania Community College Faculty: Attitudes Toward Collective Negotiations.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date May 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *Collective Negotiation, Faculty Organizations, *Junior Colleges, *Teacher Attitudes, *Teacher Background, Teacher Militancy, Teacher Strikes
Identifiers—Pennsylvania
This study discusses faculty attitudes toward collective bargaining, including collective negotiations, sanctions, and withholding of faculty services. The purpose was to determine whether faculty members' perceptions of their capacities for power and mobility were related to their expression of relatively favorable or unfavorable attitudes toward collective negotiations. Attention was given to possible relationships between selected biographical career variables and faculty attitudes toward negotiations. The data were collected from faculty in 10 of 12 junior colleges in Pennsylvania. (CA)

ED 051 802 24 JC 710 176
Nordin, David G. Morton, Stuart D.
An English Composition Sequence for a Community College. Final Report.
Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0921
Pub Date May 70
Contract—OEC-6-10-115
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Composition (Literary), *Composition Skills (Literary), *Curriculum Development, *English Curriculum, *English Programs, *Junior Colleges, Writing Skills
Identifiers—Michigan
Because of a high failure rate in traditional freshman English composition courses, an experiment was conducted at Macomb County Community College (Michigan) to test the hypothesis that more time and careful structuring of lessons could increase the proportion of success in certain categories of students. During 1965-69, 16 instructors and 723 students participated in the experiment. It offered a successful alternative to traditional and remedial courses, as shown by measures of grades, essay ratings, and national achievement tests. The following recommendations supported the project's objectives: (1) development of a composition course for students who are above the remedial level but not yet ready for the usual freshman English; (2) extension of time and careful structuring of composition courses for some students; (3) use of beginning lessons as a practical orientation to college; (4) consideration of male attitudes toward courses; (5) granting partial credit for slower-paced courses; (6) careful selection and scheduling of instructors; and (7) assurance of stability of testing and placement conditions before a long-range experiment is begun. Complete questionnaires and tables are included. (CA)

ED 051 803 JC 710 177
Forgey, George W.
Some Selected Economic Benefits and Characteristics of Junior College Programs.
Pub Date Apr 71
Note—60p.; Final report of a study conducted for the State of Illinois Advisory Council on Vocational Education, by Mid State Educational Consultants, Normal, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Economic Progress, *Graduate Surveys, *Income, *Junior Colleges, Occupational Information, Performance Factors, *Success Factors, Vocational Development, Vocational Education, *Vocational Followup, Wages, Youth Employment
Identifiers—*Illinois
This report is an addendum to a study whose purpose was to determine variables that contribute to the earning capacity of Illinois junior college graduates. Data were gathered from the Illinois Junior College Board and Bureau of the Budget, and from questionnaires sent to the 1968 graduates of three junior colleges in areas of high youth unemployment and of two junior colleges in areas of low youth unemployment. Researchers were able to account for 55.2 per cent of variables influencing earning capacity. The major variable categories were individual, college, family, and job. Based on the findings, the following conclusions were drawn: (1) uniform cost accounting procedures are needed to permit meaningful analysis of comparable data among colleges; (2) influence of the variable "hours worked per week while in college" on earnings indicates that occupation-oriented males may gain a great deal from work experiences that result in future earnings; (3) junior colleges should have on-going follow-up and evaluation programs in all occupational training areas; (4) the colleges should be sensitive to the needs of their constituents; (5) adequate vocational guidance programs should be developed to assist the student and his parents in making an occupational choice; and (6) scholarship programs should be re-evaluated on the basis of effectiveness in assisting individuals in their goal achievement. The questionnaire used in the study is included. (CA)

ED 051 804 JC 710 178
Luskin, Bernard J.
An Examination of Selected Legislation Affecting Junior Colleges.
Coast Community Coll. District, Costa Mesa, Calif.
Pub Date Aug 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, Educational Legislation, *Federal Aid, *Federal Legislation, Grants, *Junior Colleges, *Student Loan Programs
In these days of tight education budgets, it is important for professional educators and administrators to be familiar with federal legislation and the programs that can be a source of funds. The following legislation is discussed in general terms to explain its intent and unique characteristics: (1) Manpower Development and Training Act of 1962; (2) Vocational Education Act of 1963; (3) Vocational Education Act of 1968; (4) Allied Health Professions Act of 1966; (5) Higher Education Facilities Act of 1963; (6) Economic Opportunities Act of 1964; (7) National Defense Education Amendments of 1964; (8) Nurse Training Act of 1964; (9) Higher Education Act of 1965; and (10) Education Professions Development Act of 1968. (CA)

ED 051 805 JC 710 179
Roueche, John E. And Others
The Private Junior College: Prospects for the 70's. The Mitchell College Story.
National Lab. for Higher Education, Durham, N.C.
Pub Date 71
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, Educational Needs, *Educational Objectives, Educational Philosophy, *Educational Planning, Financial

Needs, Financial Problems, *Junior Colleges, *Private Colleges
Identifiers—North Carolina
Fundamental adjustments in the educational philosophy and practices of private junior colleges are essential to their survival. There is a great need for public awareness of the private junior college's economic plight, which is due to rising costs and non-competitive prices for students and salaries for faculty. A major purpose of this monograph is to see how the private purposes of private junior colleges are relevant to contemporary public policies in junior college education. The private junior college, being a relatively free agent, is suited to the role of a prototype for the future 2-year college; however, the concepts of equal opportunity, accountability, and individualized instruction must be incorporated into its institutional style. The case study of Mitchell College (North Carolina) shows how the cooperative efforts of trustees, administration, and faculty succeeded in redirecting the purposes and style of a private junior college. It was found that (1) a junior college must be oriented to the needs of the public interest; and (2) individual institutions need local and national organizations to promote and protect their interests. (CA)

ED 051 806 JC 710 180
Brightman, Richard W.
Strategies for Change: A Case Study of Innovative Practices at the Coast Community College District.
Coast Community Coll. District, Costa Mesa, Calif.
Pub Date May 71
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Policy, Administrative Principles, Administrator Responsibility, *Cost Effectiveness, Educational Innovation, Innovation, *Instructional Innovation, *Junior Colleges, *Program Evaluation
Identifiers—*California
This paper examines current professional literature and assesses: (1) the degree to which community colleges have (or are developing) administrative programs that actively foster instructional innovation; and (2) how education programs in general, and innovative programs in particular are evaluated in terms of relative effectiveness and costs compared to conventional instruction. A case study of Coast Community College District (California) is presented: five broad administrative programs are discussed; cost comparisons are examined for different instructional programs; and three techniques of comparing instructional effectiveness, (normative, summative, and informal evaluation) are presented. The paper concludes that instructional innovation can be performed only by faculty members, but administrators are needed to provide an organizational environment receptive to and actively promoting innovation. A great need is seen for cost accounting systems to serve educational institutions. The summative method of evaluation is the most informative but also the most difficult to perform. A portion of this paper, Comparisons of Instructional Effectiveness, has also been processed as a separate document, (ED 050 712). (Author/CA)

ED 051 807 JC 710 181
Blai, Boris, Jr.
Educational Goals and Selected College-Related Valuations of Public and Private Junior College Students.
Harcum Junior Coll., Bryn Mawr, Pa.
Report No—IRR-71-14
Pub Date 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Junior Colleges, *Student Attitudes, Student Characteristics, *Student Opinion, *Values
Identifiers—Pennsylvania
The values and goals of students from Harcum Junior College (Pennsylvania) a private, resident, all female college, were compared with students from Harrisburg Area Community College (Pennsylvania) a public, non-resident, co-ed college. The two groups of students were compared in terms of their parents' educational background, their educational goals, their most valued college experiences, and their most disappointing college experiences. It was found that although Harcum student's parents have a higher educational level, there were no significant differences between the two groups of students in the ranking of nine educational goals. Neither group associated the more personal goals with their formal schooling. In terms of frequency of selection, the most valued experience categories for Harcum students were all directly concerned with academic matters. The most valued experience categories selected by Harrisburg students included personal experiences as well as those relating to academic matters. There were differences between the two groups in their ranking of the major disappointing experiences categories, however, both groups expressed disappointment in their fellow-students and social and organizational activities. (CA)

ED 051 808 JC 710 182
Phillips, James A.
Instructional Objectives and Economic Understanding.
Pub Date 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Course Objectives, *Economic Education, *Educational Objectives, *Junior Colleges, *Objectives, Teaching Methods
Identifiers—California
The learning effect of instructional objectives treatment in economics was tested by seeing if significant differences existed in mean achievement scores of the economic understanding of students using the treatment and those with no treatment. During the 1970 fall semester, 300 students from three community colleges in California (Cypress, Mount San Antonio, and Orange Coast) participated in this study. The evaluative instrument used was the "Test of Economic Understanding, Form B." Information was provided concerning student characteristics and comparisons of: post-test differences, pre-tests for group differences, pre-test to post-test gain differences, and pre-tests for withdrawal effects. The overall conclusion is that instructional objectives do produce definite learning effects, though the level of significance may be less than sufficient to justify efforts and resources used for such teaching methodology. Additional research is needed to further test the effects of instructional objectives. A copy of the instructional objectives is available, upon request, from the author, Cypress College, California. (CA)

ED 051 809 JC 710 183
King, Francis P.
Benefit Plans in Junior Colleges.
American Association of Junior Colleges, Washington, D.C.; Teachers Insurance and Annuity Association, New York, N.Y.
Pub Date 71
Note—643p.
Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($6.00)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—*College Faculty, *Fringe Benefits, Health Insurance, *Insurance Programs, *Junior Colleges, Retirement, *Teacher Retirement, Workmans Compensation
This study describes the present status of benefit planning in the junior colleges, discusses the principles governing benefit plans, and raises questions regarding the development of sound benefit plans in light of the needs of individual faculty and staff as well as of the goals of the institution. The base of the study was a questionnaire filled out by junior college presidents, business officers, personnel officers, and directors of institutional research. The following types of benefits are discussed: group life, health, long- and short-term disability income insurances, retirement systems, retirement plan participation, and federal social security. The study could be of interest to administrators and individual plan participants. (CA)

ED 051 810 JC 710 184
Greene, Charles M.
A Forward Thrust: The State of the College, An Opportunity for the Future.
Muskegon Community Coll., Mich.
Pub Date Mar 71
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Organization, *College Role, Community Services, Counseling, Educational Finance, Educational Objectives, Educational Responsibility, *Junior Colleges, *Program Development, *School Community Relationship
Identifiers—*Michigan
This report on Muskegon Community College (Michigan) can be used as a model that documents the role of a community college and translates it into the specific requirements of an individual community. Included is an outline of a program that would help fulfill those requirements. It is suggested that planned and purposeful change is the most vital and most important activity of a college. The following areas of concern are discussed: college functions, school community relationship, physical features and development of the college, integrity of the associate degree, educational leadership, college finance, administrative organization and concerns, faculty concerns, counseling, and community services. (CA)

ED 051 811 JC 710 185
Luskin, Bernard J.
The Office of Educational Development: A Case Study in the Coast Community College District.
Coast Community Coll. District, Costa Mesa, Calif.
Pub Date Jul 71
Note—23p.; Paper presented at the National Conference on Educational Development in the Community Junior College, University of California, Los Angeles, California, July 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, Educational Research, *Instructional Improvement, *Instructional Innovation, Instructional Technology, *Junior Colleges, *Research and Development Centers
Identifiers—*California
The Office of Educational Development, coupling humanism with technology, is a single major component of the educational development process of the Coast Community College District (California) in its continual effort to improve instructional programs. The Office offers a service function while the colleges in the district remain autonomous. Its objective is not toward change alone, but toward improvement. It provides technical expertise in obtaining information, supports the development and evaluation of instructional programs, and encourages faculty who are trying to be innovative. Although specific responsibilities of the Office and for various personnel are given, it is stressed that overlapping responsibilities and sharing of the workload is a part of the operational pattern of the office. Activities of the office include: program exploration and development, in-service training, institutional research, reimbursed projects, communications, special programs, cooperative relationships, and coordination of instructional technology. Examples of research activities carried out in the Office of Educational Development are discussed. (CA)

ED 051 812 JC 710 186
Evans, N. Dean, Ed.
Instructional Systems for Student Learning: The Burlington County College Approach.
Pub Date Jun 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, *Educational Strategies, *Instruction, Instructional Innovation, *Instructional Systems, *Junior Colleges, *Systems Approach
Identifiers—*New Jersey
Since its inception in 1969, Burlington County College (New Jersey) has been dedicated to implementing a systematically designed approach to instruction and student learning. The core elements of the approach are as follows: (1) development of a basic college philosophy; (2) specification of general institutional objectives; (3) selection of curricular programs and statement of basic goals; (4) advance definition of outcomes of the teaching-learning process; (5) development of an orderly plan to move from a definition of outcomes to their attainment; and (6) planning for the collection of feedback. It is felt that a systems approach improves learning because it is based on well-defined, measurable outcomes. A "Three-Phase Systematic Instructional Development Model" outlines

events that should be completed and suggests an order for their accomplishment. For each of the following, a three-phase procedural model has been designed: student learning needs are analyzed; learning objectives and test items are written; teaching-learning strategies are designed; teaching-learning strategies are implemented; learning outcomes are evaluated; and objectives and strategies are revised. (CA)

ED 051 813 JC 710 187
Haines, George L.
A Rationale for the Expansion of Religious Studies in Community Colleges.
Pub Date May 71
Note—27p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, Educational Innovation, Instructional Innovation, *Junior Colleges, *Religion, *Religious Education

With a new accepting opinion toward religious studies, already exemplified by courses and departments in secondary schools, universities, and state colleges, a need exists for the expansion of religious studies in the junior colleges. Teaching religion, especially the history and study of comparative religions, is considered legal as long as neutrality is guaranteed. Studies must neither advance nor inhibit certain religious beliefs. Religious studies can be academically presented in a cultural, social, historical, literary, and/or artistic sense. A scientific examination as well as a reflective, expansional treatment should be used. Options on form and structure include: (1) each professor treating religion as it arises naturally in his subject matter; (2) offering specific courses on religion in various departments; or (3) as the author advocates, creation of a separate department or program for religious studies. The history of religious studies in junior colleges is traced in this report. (CA)

ED 051 814 JC 710 188
Dash, Roger
Student Volunteer Service Programs: Los Angeles Community College District.
Pub Date Jul 71
Note—23p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Junior Colleges, *School Community Relationship, Student Organizations, *Student Participation, *Student Projects, *Student Volunteers, Volunteers
Identifiers—*California

This study investigated the extent and diversity of student volunteer programs in the Los Angeles Community College District (California) to determine the amount of college support and acceptance accorded them. The junior colleges should take advantage of the great student potential for positive social action and realize that, in the area of curriculum development, the student can test what he learns in class against the real world. The student populations of the eight colleges in the district are broken down by race, and the volunteer programs examined for: purpose, structure, funding, and the portion of community serviced. No district-wide commitment to student volunteer services was found, but where there are programs, the faculty and administration do support them. The programs seem to concentrate on improving skills and self-image among disadvantaged members of the community, especially elementary-age children. Most of the programs are loosely structured. The colleges with a high concentration of minorities show weak attempts at operating student volunteer programs. This can be explained partly by other demands on their time and partly because existing minority organizations may not operate through the colleges. There is a wide variance in funding sources. Based on the findings, recommendations are made. (CA)

ED 051 815 JC 710 189
Schrupp, Harold A.
A "Career Ladder" Approach to Junior College Curriculum.
Pub Date May 71
Note—30p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agricultural Occupations, Behavioral Objectives, *Career Ladders, Career Planning, Curriculum Development, Health Occupations, Job Analysis, *Junior Colleges, *Manpower Development, *Occupational Mobility, Office Occupations, Semiskilled Occupations, Service Occupations, Technical Occupations, Vocational Development, *Vocational Education
Identifiers—California

More attention should be paid to the building of career guidance and career curriculum programs with exit points that enable the student to seek employment at any time in an entry level position and/or to continue his education. Some of the best "career ladder" programs are the federally sponsored New Career programs. A number of the California junior colleges involved in this program are listed and the details of their programs discussed. The following guidelines are given for construction of a "career ladder" curriculum: (1) identify specific titles of jobs that are available; (2) apply a job analysis to the occupation; (3) organize the curriculum to reflect specific behavioral objectives; (4) develop evaluation criteria; and (5) develop the curriculum. Examples of programs with related employment possibilities are listed for: human services, municipal services, accounting, agronomy, aerospace drafting technology, agribusiness, air transportation-commercial pilot, air transportation general, architectural technology, civil technology, environmental science technology, marine laboratory technician option, journalism, and industrial drafting. (CA)

ED 051 816 JC 710 190
Schrupp, Harold A.
Opening the Doors a Little Wider: High School Students Attending Junior Colleges.
Pub Date Jun 71
Note—21p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Ladders, Community Services, *Educational Legislation, Enrollment, *High School Students, *Job Skills, *Junior Colleges, Secondary School Students, Vocational Development, *Vocational Education
Identifiers—California, Regional Occupation Center, Regional Occupation Program, Veysey Act

Through the Veysey and the Regional Occupation Program/Regional Occupation Center (ROP/ROC) Acts, junior colleges can assist high school students in gaining skills for immediate employment on high school graduation. In an attempt to develop an early introduction to technical skills, the Veysey Act (initial legislation 1963; amended 1967) allows high school students to attend junior college classes part time with both schools counting attendance, and the student receiving either high school or junior college credit. The ROP/ROC legislation (1963 and subsequent amendments through 1969) encourages county-wide systems of vocational education through regional programs and centers where vocational, technical, and occupational preparation can be extended to more students than can be served by a single district. Innovations that might encourage students to take occupational classes are: (1) the "career ladder" approach, where students acquire specific skills for entry-level positions, leave school to work, and return for an upgrading of skills for a higher job; and (2) "package learning" or classes of any length that enable the student to enter any time rather than just in September or February. Included is a report on an Orange Coast College and Golden West College (California) survey of high school students enrolled in college classes. (CA)

ED 051 817 JC 710 191
Barber, Ronald Jerry
The Importance of Selected Categories of Employee Benefits to Public Junior College Teachers.
Pub Date Mar 71
Note—139p.; Doctoral dissertation, New Mexico State University. Las Cruces, New Mexico
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,631, Microfilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Employment, *Fringe Benefits, Health Insurance, *Junior Colleges, *Research Opportunities, *Security, Teacher Salaries, *Teaching Benefits, Unemployment Insurance

The primary purpose of this dissertation is to establish categories of employee benefits and to discover their importance to public junior college teachers. Faculty at 50 public junior colleges in the United States were sent an Employee Benefit Questionnaire developed by the author (included in this document). It was found that junior college teachers, as a group, placed significantly different degrees of importance on the following categories of benefits, listed in order of importance: security, teaching, research, and income supplement benefits. Tenured faculty, compared as a group to non-tenured faculty, were found to place more importance on security benefits, less importance on income supplement benefits. There was no significant difference on the other benefits. Faculty recruited from public schools placed less emphasis on research benefits than those from business, industry, college teaching, or recent college graduation. The report points out that employee benefits (1) account for a significant part of an organization's payroll; and (2) play an important role in junior college recruiting and retention of faculty. (Author/CA)

LI

ED 051 818 LI 002 766
Guidelines for the Establishment of Statistics on Libraries, Book Production and Mass Media.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—COM-CONF-21-1
Pub Date 31 Mar 70
Note—96p.; Papers prepared for the Regional Seminar on Statistics of Culture and Mass Communication for Latin America Member States, Guadalajara (Mexico), 21 Sep - 2 Oct, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Books, Foreign Countries, Guidelines, Library Guides, Library Standards, *Library Surveys, *Mass Media, Questionnaires, Seminars, *Statistical Data, *Statistical Surveys
Identifiers—Latin America, Library Role, *Library Statistics, UNESCO

Unesco presents a library statistics program, including definitions and classifications. It recommends close cooperation between national and international bodies with a view toward improving access to, and the comparability of, library statistics. The section on book production statistics explains the standards set forth in the recommendations, i.e. the definitions, and the system of classification and tabulation, and draws attention to the practical difficulties which may arise in their preparation. The section on mass media suggests: a means for recording relevant and useful data in the field, techniques for the collection of the data, and from whom it should be collected; ways of handling, storing and analyzing the large quantities of data collected; and standard tabulations of the data to provide a general picture of mass media in each country. Examples of the questionnaires used are included and mass media definitions appended. (For the final report of this seminar see LI 002 907) (MM)

ED 051 819 LI 002 865
Klempner, Irving M.
Audiovisual Materials in Support of Information Science Curricula: An Annotated Listing with Subject Index.
ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.
Spons Agency—American Society for Information Science, Washington, D.C. Special Interest Group on Education for Information Science.; Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Pub Date Jun 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Films, Filmstrips, *Information Science, *Instructional Films, *Instructional Materials, Library Education, *Library Science

The 195 audiovisual aids cited aim toward introducing students of library science to the rapidly evolving theory and technology of information science. Each item lists the title,

length of film in minutes, a brief description of content, and the current availability. A subject index is provided. (MM)

ED 051 820 LI 002 875
Information Gathering And Disseminating Activities of the National Library of Medicine.
Comptroller General of the U.S., Washington, D.C.
Report No—B-164031(2)
Pub Date 30 Nov 70
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Programs, *Information Dissemination, Information Needs, *Information Retrieval, *Information Storage, *Information Systems, *Medical Libraries, Relevance (Information Retrieval)
Identifiers—*National Library of Medicine
The National Library of Medicine maintains a computerized analysis and retrieval system and administers various programs for collecting, publishing, disseminating, and exchanging medical health information. A major use of the library's computer is to prepare bibliographies of biomedical subjects requested by medical schools, researchers, practitioners, public health officials, and other health professionals. The library is encountering problems responding to such requests. About 2 to 4 weeks is required to process requests, and library officials believe that the requests should be processed in a much shorter time. The longer time presently required is due to the relative slowness inherent in the computer's storage and retrieval system. Limitations in the computer's vocabulary, inconsistency in indexing procedures, and errors by the people who do the searching have resulted in data that is not responsive to the requests. (Author/MM)

ED 051 821 LI 002 880
Urbandoc: A Bibliographic Information System. Demonstration Report.
City Univ. of New York, N.Y. Graduate Div.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—Urbandoc-71-1
Pub Date 71
Note—173p.
Available from—Dr. Vivian S. Sessions, Director, Center for the Advancement of Library-Information Science, City University of New York, 9 East 40th Street, New York, N.Y. 10036 (no charge)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Computers, Cost Effectiveness, Data Bases, Documentation, Information Processing, *Information Retrieval, *Information Systems, Social Sciences, Systems Analysis, Urban Renewal
Identifiers—*URBANDOC Demonstration Project
Project URBANDOC reports on four years of activity as an Urban Renewal Demonstration Project at the City University of New York. The Project aims toward improvement of bibliographic services in urban affairs. URBANDOC is one of the first of the library-information sciences systems to deal specifically with the social sciences. The final report consists of three volumes: the "Demonstration Report," the "General Manual" (Technical Supplement I) (see LI 002 881), and the "Operations Manual" (Technical Supplement 2) (see LI 002 882). The "Demonstration Report" provides an over-all view of the objectives, features, accomplishments, and conclusions and recommendations of the Project. Appendices contain the Prototype Retrieval Reports, and the Prototype Input Index. (Author/MM)

ED 051 822 LI 002 881
Urbandoc: A Bibliographic Information System. Technical Supplement 1: General Manual.
City Univ. of New York, N.Y. Graduate Div.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—Urbandoc-71-2
Pub Date 71
Note—269p.
Available from—Dr. Vivian S. Sessions, Director, Center for the Advancement of Library-Information Science, City University of New York, 9 East 40th Street, New York, N.Y. 10036 (no charge)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Computers, Cost Effectiveness, *Data Bases, Information Processing, *Information Retrieval, *Information Systems, Operations Research, Programing, *Search Strategies, Social Sciences, Systems Analysis, *Thesauri, Urban Renewal
Identifiers—*URBANDOC Demonstration Project
The URBANDOC General Manual is the second volume of the final report of the URBANDOC Demonstration Project. All three volumes are concerned with the applicability of computerized documentation techniques to the literature of urban planning and renewal. The "General Manual" stands midway between the "Demonstration Report" (see LI 002 880), which discusses the goals and accomplishments of the Project, and the "Operations Manual" (see LI 002 882), which goes into the programming system and its operation. The "General Manual" covers: the analytic techniques of the over-all work flow, the computer related techniques, and the use of the data base. The appendix includes the complete URBANDOC Thesaurus (descriptors, structuring, and rotated display). (Author/MM)

ED 051 823 LI 002 882
Urbandoc: A Bibliographic Information System. Technical Supplement 2: Operations Manual.
City Univ. of New York, N.Y. Graduate Div.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—Urbandoc-71-3
Pub Date 71
Note—250p.
Available from—Dr. Vivian S. Sessions, Director, Center for the Advancement of Library-Information Science, City University of New York, 9 East 40th Street, New York, N.Y. 10036 (no charge)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Computers, Information Processing, *Information Retrieval, *Information Systems, *Operations Research, *Programing, Social Sciences, *Systems Analysis, Urban Renewal
Identifiers—*URBANDOC Demonstration Project
The "Operations Manual" is the third volume of the final report of the URBANDOC Demonstration Project. All three volumes are concerned with the applicability of computerized documentation techniques to the literature of urban planning and renewal. Volume one is the "Demonstration Report" (see LI 002 880), which discusses the goals and accomplishments of the Project, and volume two is the "General Manual" (see LI 002 881), which provides detailed information of the techniques developed for handling the documents. The "Operations Manual" contains detailed systems analysis, programming and operations data information. (Author/MM)

ED 051 824 LI 002 883
Project for Evaluating the Benefits from University Libraries. Final Report.
Durham Univ. (England).
Pub Date Oct 69
Note—282p.
Available from—University of Durham Computer Unit, South Road, Durham, England ($5.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Criteria, Data Collection, *Decision Making, Evaluation Criteria, *Library Planning, Library Surveys, *Management, *Models, Planning, Resource Allocations, Social Sciences, *University Libraries, Use Studies
Identifiers—*Current Awareness Systems
The objective of the project was to develop a method of measuring benefits, to provide criterion functions for quantitative planning in university libraries. The approach chosen was to show what benefit estimates lie behind actual qualitative planning decisions and to build them into exact planning models. The chapters include: library products and services; maximization of library resources; simulation of user decision processes; problems, purposes and methods of data collection; a current awareness service for social scientists; the use of collected data, a historical review of the project, and suggestions for further work. Appendices provide information for model-building for the inversion process, library stock, bookstock, welfare economics, data guides, a prospectus for university libraries, data conversion and surveys of unrecorded use. (AB)

ED 051 825 52 LI 002 884
Gleaves, Edwin S. Martin, I. Margareta
An Investigation of More Effective Means of Organization and Utilization of the Nashville Union Catalog.
George Peabody Coll. for Teachers, Nashville, Tenn. School of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-D-032
Pub Date 31 Oct 70
Grant—OEG-4-70-0030(506)
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, Cataloging, *Financial Support, *Libraries, Library Acquisition, Library Collections, *Library Cooperation, Library Networks, *Library Services, *Union Catalogs
Identifiers—Nashville Union Catalog, *Tennessee
An investigation was made of the Nashville Union Catalog to explore the possibility of its expansion into a regional catalog and making it the nucleus of a bibliographic center serving the state of Tennessee. The primary objectives were investigation of: the catalog and its format possibilities; the structural organization, and required funding, for an operation involving many libraries of different types; access to the union catalog, and service from it. Among the recommendations were: continuation of the present card form, expansion to include cataloged items of all types of libraries, submission of funding requests to likely sources for computerization of acquisitions, expansion of the operation into a bibliographic center with initial service to local libraries but with a view of expanding state-wide, and that the Tennessee State Library should consider the project for funding. (AB)

ED 051 826 LI 002 885
Masfile-II Pilot Project. Final Report.
Five Associated Univ. Libraries, Syracuse, N.Y.; State Univ. of New York, Buffalo.
Report No—MF-15-6
Pub Date Jun 70
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Automation, *Bibliographic Citations, *Cataloging, Computer Programs, *Computer Storage Devices, Evaluation, Information Systems, *Input Output Analysis, Library Cooperation, Library Networks, Union Catalogs, University Libraries
Identifiers—FAUL, Five Associated University Libraries, Machine Readable Cataloging Code, MARC II, *Masfile II Project
The report prepared for the Five Associated University Libraries (FAUL) by the Technical Information Dissemination Bureau (TIDB) at Suny-Buffalo is divided into nine sections: (1) a summary of procedures used to accomplish the specified MASFILE-II tasks; (2) a graphic comparison of the MARC-II and the MASFILE-II formats; (3) recommend modifications to the FAUL MASFILE-II record needed to transmit records from the MASFILE computer to local terminals or line printers in the MARC-II format; (4) recommend data elements which must be resident in a MASFILE-II record to produce products as specified by the FAUL Systems Committee; (5) recommend workable procedures for each FAUL Library to modify MASFILE-II records in a central computer on a routine basis; (6) recommend workable procedures for adding current local records into MASFILE; (7) recommend workable methods for identifying and selecting specific records and groups of records from MASFILE to produce lists organized by subject, class number, or main entry; (8) isolate major problem areas resulting from this project and (9) summarize time spent and activities performed in computer testing, program runs, clerical operations, and professional time. (MASFILE-I Pilot Project is available as ED 028 801). (Author/NH)

ED 051 827 LI 002 886
Joint Serials Control System Project for the Libraries of Cornell University, University of Rochester and the State University of New York at Buffalo. Phase I Feasibility Study. Final Report.
Five Associated Univ. Libraries, Syracuse, N.Y.
Pub Date Feb 71
Note—141p.
EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Automation, Library Cooperation, *Library Technical Processes, *Serials, *University Libraries
Identifiers—FAUL, *Five Associated University Libraries, Joint Serials Control System
The Joint Serials Control System includes a total of 38 libraries on three campuses. Twelve have independent technical service units for processing serials and 26 are dependent libraries. The objective of Phase I of this Project is to identify feasible alternative system configurations and provide a basis for their evaluation so that the contract libraries can select the most workable configuration for intensive design in Phase II. The alternatives must take into consideration three major factors: (1) requirements of the contract libraries, (2) implications of state and national standards and (3) the state-of-the-art of automated library applications in general and serials control systems in particular. Four tasks are defined to fulfill these objectives: (1) a literature review and bibliography on serials control systems and related topics, (2) the analysis of non-contract libraries and other organizations, (3) the study of current serials systems at the contract libraries and (4) the cost estimate of alternative system configurations. This final report is presented in five sections: (1) conclusions and recommendations, (2) literature review summary and conclusions, (3) report on selected non-contract libraries and other organizations, (4) analysis of current systems at the contract libraries and (5) alternative system configuration costs. (Author/NH)

ED 051 828 LI 002 887
Heath, Janeth L. Johnson, Kent B.
A Survey and Analysis of Socio-Economic, Reading, and Library Use Factors Influencing the Rose Park Branch of the Salt Lake Public Library.
Pub Date 18 May 71
Note—111p.; Research project submitted to the Graduate Department of Library and Information Sciences, Brigham Young University in partial fulfillment of the requirements of the Master of Library Science Degree
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Economic Factors, *Libraries, Library Services, Library Surveys, Reading Interests, *Social Factors, Statistical Data, *Use Studies
Identifiers—Library Statistics, *Utah
The purpose of this study was to survey and analyze Rose Park, a residential area in the north-west part of Salt Lake City. A questionnaire was used to solicit information. The questions were formed through analysis of other surveys by means of an extensive literature search. Questionnaires were distributed randomly to 215 families and were completed by 209 respondents, giving a total response of 97 per cent. The data were analyzed separately and compared internally. They were also compared to national statistics and certain aspects of national surveys. Conclusions were made concerning socio-economic factors, reading habits, and library use. Suggestions were given as guides to help the branch with its public relations and other programs, and further appropriate studies. The most pressing area of need is an extensive survey of Rose Park Branch to give the present study depth and meaning. (Author/AB)

ED 051 829 LI 002 888
Recommendation Concerning the International Standardization of Library Statistics Adopted by the General Conference at its Sixteenth Session, Paris, 13 November 1970.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Definitions, Foreign Countries, International Organizations, *International Programs, *Libraries, *Library Standards, Standards, *Statistical Data
Identifiers—*Library Statistics, UNESCO
The General Conference recommended provisions concerning definition of the library and related terms in the library field to insure standardization for the collection of library statistics. Definitions are provided for the library, its collections, users, expenditures and for librarians. Libraries are categorized as national institutions of higher education; special, school, public and other. Definitions are given for statistical data to be collected to insure uniformity. (AB)

ED 051 830 LI 002 889
Welbourne, James
The Urban Information Specialist Program: First Year.
Maryland Univ., College Park. School of Library and Information Services.
Pub Date Jun 71
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Black Community, *Library Education, Library Planning, *Library Programs, Library Schools, Library Science, *Library Services, *Minority Groups, Urban Education
Identifiers—*Urban Information Specialist Program
The program developed in response to the need to study how library education might address its social responsibilities, with an innovative program which reflected minority group needs. Major portions of the report are prepared by participants with knowledge of the project, the profession and library education, and the project is treated in educational and professional terms rather than from a sociological or theoretical vantage point. Included are: an educational analysis of the program, an effort to capitalize on the urban experience for library planners "The Educational Change Game," and comments by the participants, including both the Director and the students. (AB)

ED 051 831 LI 002 891
Weeraperuma, Susunaga
In-Service Training in Librarianship; A Scrutiny of Current Practices With Proposals for Reform.
Pub Date 71
Note—38p.
Available from—Mr. S. Weeraperuma, 17 Regent Square, London W.C.1, England ($2.43)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation, *Inservice Education, *Librarians, *Library Education, *Professional Continuing Education
Identifiers—*Librarianship, Post Professional Study Centre, PSC
In-service training is envisaged as an essential to the librarian's post-professional education. The effectiveness of this particular type of training is shown to be complementary to academic library education, which deals with principles and general practice. Specialized practices and the experience in-service training gives, assume a significance which mere theorizing and background knowledge often fail to bring out. In-service training may serve the further and more important purpose of integrating librarians in their profession; of giving them such a wide scope of experience as to awaken in them various otherwise dormant interests, making them efficient relations officers with a well balanced attitude toward theory and practice. Details such as the working out of in-service training in relation to organization, specialization, the question of salary and leave, the choice of libraries and criteria for their suitability, length of time and techniques of training, are discussed and the need for the establishment of a center for the organization, direction and promotion of all aspects of librarians' post-professional education, is dealt with. The functions of such a Post-professional Study Center would include the proper conduct and supervision of in-service training, planning of courses and encouragement of higher standards of achievement. (Author/NH)

ED 051 832 LI 002 892
Weeraperuma, Susunaga
The Role of Conferences in the Further Education of Librarians; A Scrutiny of the Present Situation with Proposals for Reform.
Pub Date 71
Note—32p.
Available from—Mr. S. Weeraperuma, 17 Regent Square, London W.C.1, England ($2.43)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Clinics, *Conferences, Discussion Groups, Evaluation, *Institutes (Training Programs), Lecture, *Librarians, *Library Education, Meetings, *Professional Continuing Education, Seminars, Symposia, Workshops
Identifiers—*Librarianship, Post Professional Study Centre, PSC
The further education of librarians has not been given sufficient consideration in the literature on the profession. Since a librarian is among other things, a custodian of books and therefore of knowledge and culture, he should keep himself in touch with the best and most up-to-date ways and means of making this knowledge available. In addition, he should keep abreast of new developments in his particular speciality and related fields. This monograph is a systematic presentation of one aspect of the librarian's post-professional education which is furthered through conferences, clinics, group work, institutes, lectures, staff meetings, symposia, workshops and similar assemblies, whether national or international. It defines the meaning of each of these terms and places the whole subject in the context of the librarian's constant need of acquaintance with new techniques and developments. It assesses all the advantages the profession can derive through its members' attendance at, and participation in conferences. Each method of interchange of ideas is scrutinized and suggestions are made for the better organization and running of conferences and group activities. Finally, the need for the establishment of a center for the organization, and promotion of all aspects of the librarian's continuing education is discussed. (Author)

ED 051 833 LI 002 893
School Library Service Record, 1970.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date May 71
Note—175p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Audiovisual Aids, Librarians, Library Collections, Library Cooperation, Library Expenditures, Library Materials, *Library Services, *Private Schools, *Public Schools, *School Libraries, State Surveys, *Statistical Studies
Identifiers—*Library Statistics, Nonbook Materials, Wisconsin
The reporting period for most schools in this first edition of a school library service record in Wisconsin is the 1969-70 school year. One objective of the project is to promote interlibrary cooperation and coordination. Information is provided in the following areas on public schools in the state: (1) school districts listed alphabetically; (2) enrollment given for each senior and junior high school, elementary enrollment is given as a total for the district; (3) approximate grades, grade level groupings are widely dissimilar; (4) head librarian; (5) librarians, number given in full-time equivalents; (6) audiovisual personnel; (7) total volumes; (8) periodicals, number of current subscriptions; (9) number of eight-millimeter films; (10) number of film strips; (11) number of phonograph records; (12) number of magnetic tapes; (13) number of microfilm reels; (14) book expenditures for the school year; (15) audiovisual materials expenditures and (16) total expenditures. For the nonpublic schools, senior and junior high schools are listed and a summary of elementary schools is provided at the end. Information is provided in columns identical to the above. (Author/NH)

ED 051 834 LI 002 894
Moriarty, John H. Seibert, Warren F.
A Suggested Methodology for Relating Research Collection Criteria to Disciplines and to Educational Program Quality.
Purdue Univ., Lafayette, Ind. Audio-Visual Center; Purdue Univ., Lafayette, Ind. University Libraries.
Spons Agency—Council on Library Resources. Inc., Washington, D.C.
Pub Date Dec 68
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Library Planning, *Library Research, Library Services, Reference Materials, *Research Libraries, Research Methodology
The growing pressures and the complex conditions which now bear upon research libraries are not adequately reflected in the development of policies, plans or current service activities. In the place of current, reliable, and extensive information which might be reflected in decisions and actions, librarians seem to operate

normally on the basis of only a few guidelines and these typically are rather outdated, arbitrary, and indiscriminate, especially in the way they seek to serve the various special fields represented in research. Improvement in the adequacy of library plans and decisions could be expected by systematically accumulating and disseminating greater quantities of new and descriptive information concerned with the broader environment of research libraries. (Author/MM)

ED 051 835 LI 002 895
Public and Association Libraries Statistics/1969.
New York State Library, Albany. Div. of Library Development.
Pub Date 71
Note—171p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Income, *Library Expenditures, Library Planning, Library Surveys, *Population Distribution, *Public Libraries, Use Studies
Identifiers—*Library Statistics, New York
The 1969 statistics on public and association libraries are listed in table form. They are: (1) Comparative Summary; (2) System Summary; (3) System Statistics (A. General, B. Financial Disbursements and C. Financial Receipts); (4) Nonsystem Statistics (A. General, B. Financial Disbursements and C. Financial Receipts) and (5) System and Nonsystem Statistics by Population Served. The Appendices are: (1) Annual Report Forms and Instructions, (2) Codes for Tables III B and III C, (3) Keys to Abbreviations, (4) Index of Counties and (5) Index of Libraries. (MM)

ED 051 836 LI 002 896
Long, Nicholas And Others
Information and Referral Centers: A Functional Analysis.
American Rehabilitation Foundation, Minneapolis, Minn.
Spons Agency—Administration on Aging (DHEW), Washington, D.C.
Pub Date 28 Feb 71
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Geriatrics, *Information Centers, *Information Needs, *Information Services, Older Adults, *Referral, Rehabilitation Programs, Systems Analysis
The research conducted by the Institute for Interdisciplinary Studies of the American Rehabilitation Foundation is summarized. The first phase of this study is divided into three parts: (1) an examination of all functions that might be engaged in by an information and referral center, (2) an examination of the potential role of an information and referral center to support the process of planning services for the aged population and (3) an integration of the results of the analysis of services and planning as related to information and referral centers into a single model. This report is that integration. (Author/MM)

ED 051 837 LI 002 897
King, Donald W. Caldwell, Nancy W.
Cost-Effectiveness of Retrospective Search Systems.
American Psychological Association, Washington, D.C.
Report No—OC-3-71-TR-14
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Information Retrieval, *Information Systems, Information Utilization, Models, Psychology
Identifiers—*National Information Systems
The purpose of the present study is to explore cost-effectiveness factors that affect the choice among alternative system designs for retrospective searching services. A cost-effectiveness model that may be used to evaluate potential systems was derived, and a statement of the general magnitude of costs that the American Psychological Association (APA) can expect in implementing and operating alternate systems is given. These "typical" costs may be used to establish the cost-effectiveness of general classes of systems, such as mechanized search on-line by titles or by batch processing on index terms. (Author)

ED 051 838 LI 002 898
Sadler, Pauline, Ed.
North Dakota Governor's Regional Conferences on Libraries, October - November, 1968. Proceedings.
North Dakota State Library Commission, Bismarck.
Pub Date 70
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, Conferences, *Library Cooperation, *Library Planning, *Library Programs, *Library Services, *Public Libraries, School Libraries, State Libraries
Identifiers—*North Dakota
The twelve Governor's Regional Conferences explore areas of agreement and consider steps to be taken to develop a state-wide plan for library service. A selection of eleven speeches, representative of the general trend of the Conference are: (1) The Role of the School Library in Interlibrary Service, (2) School Libraries, (3) The Place of Bookmobile Service in the Library Program in North Dakota, (4) What Do You Expect from your Libraries?, (5) Rural Library Services, (6) Public Libraries, (7) Interlibrary Services, (8) A challenge to Change, (9) Interlibrary Cooperation, (10) Interlibrary Services Cooperation and (11) A Library System and Its Headquarters. Also included is the summary of the twelve region group proceeding. (MM)

ED 051 839 LI 002 899
Inventory of Major Information Systems and Services in Science and Technology.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 71
Note—322p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Automation, Directories, *Foreign Countries, Information Centers, Information Dissemination, Information Science, *Information Services, *Information Systems, Libraries, *Social Sciences
Identifiers—*Scientific and Technical Information
The purpose of this inventory is to list a number of "major" information services and systems in the field of science and technology, either in the government or in the private sector. If a distinction is made between traditional information systems such as libraries, documentation services etc., and the wide spectrum of mechanized systems, the inventory aims at retaining all mechanized systems and only important traditional ones. In particular, it includes all systems which are designed as mechanized systems from either a search or storage viewpoint and to which general national access is possible. Some systems are also included which consist of mechanized entry into systems which are based in other countries. Systems to which funds have been committed are also included even if not yet fully developed. The scope of the inventory includes social sciences and related fields. The indexes included at the beginning of the inventory enable the user to find an entry by its name, acronym, sponsoring body, country, area or field, etc. The present version of this inventory has been prepared on the basis of a joint survey carried out by the United Nations Economic Commission for Europe (ECE) and the Organization for Economic Co-operation and Development (OECD). (Author/AB)

ED 051 840 LI 002 900
Cylke, Frank Kurt
Federal Library Committee Annual Report, Fiscal Year 1971.
Federal Library Committee, Washington, D.C.
Pub Date 6 Jul 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Government Libraries, Information Systems, *Library Programs, *Library Research, Special Libraries
Identifiers—*Federal Library Committee
The efforts of the Secretarial Work Groups during fiscal year 1971 are described. Three research projects were funded and one is pending. Fourteen publications were issued by, for, or in cooperation with the Federal Library Committee. (AB)

ED 051 841 LI 002 901
Conroy, Barbara
A Descriptive and Evaluative Report of the Washington Seminar: Library Career Development Institute.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 71
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Opportunities, *Institutes (Training Programs), Libraries, Library Schools, *Library Skills, *Models, Professional Associations, *Professional Continuing Education, *Staff Improvement
The basic objective of the institute was to improve the library effectiveness of the attendees and to develop their potential for future leadership. An intense and concentrated program of learning opportunities focused on increasing the personal and professional competence of its nine participants. A model was designed, implemented and evaluated which can serve as a basis for attaining educational goals of library schools, staff development programs and professional association continuing education efforts. (AB)

ED 051 842 LI 002 902
Academic Library Service Record, 1970.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date Jun 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Libraries, Directories, *Libraries, State Libraries, *Statistical Data, *University Libraries
Identifiers—*Library Statistics, Wisconsin
To meet the needs of librarians and others for information on libraries in Wisconsin, Part I, a statistical section divides institutions according to control - whether public or private - then by type of institution, and then lists institutions alphabetically. Part II, an academic library directory, lists the name of the institution, address, control type, name of library director, name of person in charge of interlibrary loans, telephone number, and year library was established. Part II serves as an index to Part I. (AB)

ED 051 843 LI 002 903
Earl, L. L. And Others
Annual Report: Automatic Informative Abstracting and Extracting.
Lockheed Missiles and Space Co., Palo Alto, Calif.
Spons Agency—Office of Naval Research, Washington, D.C.
Report No—M-21-71-1
Pub Date Mar 71
Note—144p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-721 066, MF $ .95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, *Automatic Indexing, *Automation, Documentation, Experimental Programs, *Information Processing, *Information Systems, Linguistics, Syntax
Identifiers—*Automatic Abstracting
The development of automatic indexing, abstracting, and extracting systems is investigated. Part I describes the development of tools for making syntactic and semantic distinctions of potential use in automatic indexing and extracting. One of these tools is a program for syntactic analysis (i.e., parsing) of English, the other is a dictionary of English word government patterns. Part II reports on the research program in describing and abstracting pictorial structures. This work is concerned with whether it is possible to construct a symbolic representation of a gray level picture which can provide essentially the same information as the picture itself. Based on a series of experiments using human subjects describing aerial terrain photographs, it was possible to make certain observations concerning deductive and metadescriptive aspects of description, i.e., the "set," contextual knowledge, and certainty of the subject. (Author/NH)

ED 051 844 LI 002 904
Markuson, Barbara Evans, Ed.
Libraries and Automation.
Library of Congress, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date 64
Note—265p.; Proceedings of the Conference on Libraries and Automation held at Airlie Foundation, Warrenton, Va. May 26-30, 1963
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Automation, *Communication (Thought Transfer), Computer Graphics, Computers, *Conference Reports, Data Bases, Indexes (Locaters), Information Processing, Information Retrieval, Information Storage, *Libraries, *Library Networks, Microforms, Models, Systems Analysis

The arrangement of this publication follows, as nearly as possible, the actual conference program. The seven sections represent the topics selected by the planning committee as areas of concentration. Each section includes a state-of-the-art paper and related talks and discussion. The topics covered are: the library of the future, file organization and conversion, file storage and access of bibliographic information; graphic storage techniques and applications, microforms, output printing for library mechanization; library communications and networks, automation of library systems; library systems analysis; and mathematical models and system design. Biographical data and a list of the conference participants are included. (AB)

ED 051 845 LI 002 905
Saleemi, A. Hamid
Library Services in a Rural Setting: The Case of Prince Edward Island.
Prince Edward Island NewStart, Inc., Montauge.
Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
Report No—Pub-71-16
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Educationally Disadvantaged, Educational Needs, *Foreign Countries, *Library Facilities, *Library Services, Library Standards, Public Libraries, *Rural Areas, Socially Disadvantaged
Identifiers—*Canada, Library Role, Prince Edward Island

A large segment of the rural population has a low educational profile. According to the 1961 census, 87% of the male and 75% of the female labor force of Prince Edward Island had grade eight or lower education. Public libraries are the only provincial agencies which can be of any help if the dropouts, functional illiterates and the undereducated decide to continue their education outside the formal classroom. The purposes of this study are: (1) to overview the public library resources and services available to the rural people; (2) to identify the educational and informational needs of this group; (3) the extent to which they are satisfied, also to suggest reasons for which they have failed to satisfy these needs and (4) to suggest measures which can be taken to meet these needs. To tap the potential of public libraries, it is suggested that the libraries be provided with a foundation in law, and that necessary steps should be taken to meet the minimum standards set by the Canadian Library Association. Other suggestions for securing effective library services are also made. (Author/NH)

ED 051 846 LI 002 906
Abrahamson, Stephen And Others
Medical Information Project; A Study of an Audiovisual Device as a Technique for Continuing Education for General Practitioners. Final Report.
University of Southern California, Los Angeles. School of Education.; University of Southern California, Los Angeles. School of Medicine.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.
Pub Date 3 Sep 70
Note—408p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Audiovisual Aids, Audiovisual Communication, Communication Problems, Communications, Computer Programs, Information Dissemination, *Information Needs, *Information Services, Information Systems, *Medical Research, Medicine, *Physicians, *Professional Continuing Education
Identifiers—*Medical Information Project

The unique factor in the Medical Information Project is that working from ground zero, it undertook to design and put into operation a communication system for general medical practitioners using an individualized, programmed, audiovisual medium. The development of this system involved three general phases. Phase I, consisted of: (1) obtaining and reviewing literature pertaining to medical communication problems; (2) designing a means of sampling, drawing the sample, obtaining the physicians' participation; (3) laying out the general design for research and development; (4) developing and validating the instruments to be used to assess the physicians' cognitive and affective reactions; (5) testing and selecting the hardware to be used as the communication device; (6) developing the programming concepts; (7) developing the production process and (8) selecting the content areas and the medical consultants for the program topics. Phase II, consisted of (1) distributing the hardware to the participating physicians, (2) producing and distributing the training program on equipment utilization, (3) pre-and post-program questionnaires and interviews and (4) producing and distributing the fifteen content programs. Phase III consisted of: (1) collecting and processing raw data, (2) analyzing the data and (3) writing the final report. (Author/NH)

ED 051 847 LI 002 907
Regional Seminar on Statistics of Culture and Mass Communication for Member States of Latin America and the Caribbean; Guadalajara, Mexico, 21 September-2 October 1970. Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—COM-CONF-21-7
Pub Date 21 Dec 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Books, Foreign Countries, *Library Materials, Library Standards, *Library Surveys, *Mass Media, National Programs, Periodicals, Reports, Seminars, *Statistical Data
Identifiers—Latin America, *Library Statistics, UNESCO

The three parts into which this paper is divided are: (1) Library statistics, (2) Statistics on book production and (3) Statistics on mass media. The following main topics are discussed: (1) Organization, methodology and use of national statistics on culture and mass communication: (a) libraries, (b) book production, (c) newspapers and other periodicals, (d) films and cinemas and (e) radio and television; (2) Improvement of statistical methods and techniques in these spheres, with an eye principally to national planning in the first place and secondly to the international comparability of statistics and (3) Organization and functioning of national services responsible for statistics of culture and communication in the countries of Latin America and the Caribbean. A list of seminar participants is appended. (The working paper which provided the basis for these discussions is available as LI 002 766) (Author/NH)

ED 051 848 LI 002 908
Jones, Milbrey L.
Book Selection Aids for Children and Teachers in Elementary and Secondary Schools.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—OE-30019
Pub Date 66
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Booklists, *Books, *Elementary Schools, *High Schools, *Junior High Schools, *Library Material Selection, Periodicals, School Libraries

The purpose of this circular is to describe some of the more useful reading lists available in 1966 to elementary and secondary school teachers, librarians, curriculum workers, and students themselves. The book lists and periodicals described in these pages will be helpful in selecting new materials to suit local school needs and in making the best use of materials already available. Since some lists contain reviews of books for pupils from the elementary grades through high school, no attempt has been made to separate the lists according to school level. Prices quoted for book lists and journals are subject to change. Addresses of publishers are listed on the last page of this circular. (Author/NH)

ED 051 849 LI 002 909
The AIP Program for Physics Information: A National Information System for Physics and Astronomy 1972-1976.
American Inst. of Physics, New York, N.Y. Information Div.
Report No—ID-71P
Pub Date Jun 71
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Astronomy, *Information Dissemination, *Information Retrieval, Information Seeking, *Information Systems, *Physics
Identifiers—American Institute of Physics, CPI, *Current Physics Information, Scientific and Technical Information

Primary research journals and meetings have long been the principal vehicles for communicating science information within the physics and astronomy community. Both vehicles have been slowly and subtly running into major problems because of expanding sizes and goals of the community, growing interdependencies of subject areas and increasing need for application of new and available technologies. The problem has been defined and initial solutions for improving information flow among physicists have been developed. Current Physics Information (CPI) is intended to supply economically, speedily and effectively the contents of a selected set of quality journals in any format desired by the subscriber. This selected limited coverage of the literature is complemented by comprehensive services available through "Physics Abstracts." (AB)

ED 051 850 LI 002 910
An Evaluation of the Free Public Library Service of Vermont.
Vermont State Dept. of Administration, Montpelier.
Report No—MR-15-68
Pub Date 5 Apr 68
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation, *Library Services, Library Surveys, *Library Technical Processes, Program Improvement, *Public Libraries
Identifiers—*Vermont

The evaluation of the free public library service of Vermont resulted in the following conclusions: (1) further basic professional assistance by the regional library staff is needed at the local library level; (2) financial aid is needed by many small local libraries to improve salaries, add books and library material, purchase supplies and equipment, provide telephone service and in some instances, permit renovation of the library building; (3) better definitions of free public library service (FPLS) are needed in terms of specific reference to workloads and output to be accomplished and (4) a cost-benefit study of the TWX system is needed. (Author/MM)

ED 051 851 LI 002 911
An Evaluation of State Supported Library Programs for the Disadvantaged in Illinois.
Social, Educational Research and Development, Inc., Silver Spring Md.
Pub Date Aug 70
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Groups, *Library Programs, *Library Services, Library Surveys, *Models, Program Evaluation, *Public Libraries, Questionnaires, State Federal Aid
Identifiers—*Illinois

Presented in this report is an extensive evaluation of three library projects located in Chicago, Peoria, and the suburban Chicago area. All the projects reviewed have strong and weak points. Generally, the strong elements are a vigorous commitment to the people served, emphasis on inexpensive paperback books and collections of books stressing black heritage and culture. The major weaknesses of the projects are the lack of effective program operating data, a lack of audiovisual equipment and materials, and failure of the projects to conduct extensive outreach in their target areas. (Author/MM)

ED 051 852 LI 002 912
Farmer, Richard N.
New Directions in Management Information Transfer.
Gottlieb Duttweiler Inst. for Economic and Social Studies, Zurich (Switzerland).
Spons Agency—Ford Foundation, New York, N.Y.
Report No—GDI-Topics-7
Pub Date 68
Note—73p.
Available from—Gottlieb Duttweiler-Institut, CH-8803 Ruschlikon, Zurich, Switzerland ($1.15)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Learning Theories, *Management Development, *Management Education, *Professional Training, *Skill Development
Identifiers—*Information Transfer
The entire question of how management skills and techniques are transferred is extremely complex. Even to identify relevant environmental, organizational, and personal variables takes many pages, and detailed explorations of even a few key interrelationships in any country takes much time and money to explore properly. A second general conclusion is that there are no easy inexpensive ways to transfer any kind of knowledge, let alone knowledge as complicated as management skills. A third general conclusion is that much of the problem is closely related to the educational and behavioral constraints in the society. While legal-political and economic constraints are also important, the key variables appear to be the former two. This also presents problems since it is typically easier to change an economic or legal variable than to change an educational or behavioral constraint. Any practical programs for accelerating knowledge transfers should take this problem into account. (Author/MM)

ED 051 853 LI 002 913
Julien, Jane A.
Special Collections in University Libraries.
Pub Date 68
Note—62p.; An Essay submitted to the Office for Graduate Studies, Graduate Division of Wayne State University, Detroit, Michigan...for...Master of Science in Library Science
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Library Circulation, *Library Collections, *Library Facilities, Library Material Selection, Library Surveys, *Library Technical Processes, Questionnaires, *University Libraries
The aim of this study is to determine: (1) the purposes and services of special collections departments; (2) the kinds of segregation desirable and (3) to what extent there should be divisions of material on the basis of form-document, pamphlets, maps, microreproductions and manuscripts. This study presents the findings of a survey on how some university libraries are handling special and rare materials and collections, and provides a guide for the organization and maintenance of a university special collection. (MM)

ED 051 854 LI 002 914
Copyright Guidelines.
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-11018; OE-11030
Pub Date 70
Note—7p.; Reprinted from the Federal Register, Vol. 35, No. 91, Saturday, May 9, 1970
Available from—U.S. Office of Education, Publications Distribution Sect., Wash., D.C. 20202 Free
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Contracts, *Copyrights, *Government Publications, *Grants, Guidelines, Information Dissemination, Marketing
Identifiers—United States Office of Education
The U.S. Office of Education has prepared Guidelines on authorizing copyright protection for materials developed under project grants or contracts as effective June 8, 1970. A supplement is available as LI 002 915. This booklet supersedes OE-11018 entitled "Limited Copyright Protection for Materials Developed Under Project Grants and Contracts from the U.S. Office of Education." (AB)

ED 051 855 LI 002 915
Copyright Program Information.
National Center for Educational Communication (DHEW/OE), Washington, D.C.
Report No—OE-11031
Pub Date 70
Note—15p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE5.211:11031, $.10)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Contracts, *Copyrights, *Government Publications, *Grants, Guidelines, Information Dissemination, Marketing
Identifiers—United States Office of Education
The purpose of this publication is to provide information about the U.S. Office of Education (USOE) Copyright Program. It is a supplement to the Copyright Guidelines published in the Federal Register on May 9, 1970 (available as LI 002 914) and provides information primarily for those institutions and organizations which are developing educational materials under USOE contracts and project grants and which desire to obtain commercial dissemination under copyright, for these materials. (Author/AB)

ED 051 856 LI 002 916
Collins, L. M.
Books By Black Americans.
Fisk Univ., Nashville, Tenn.
Pub Date 70
Note—56p.; Materials prepared for the Institute on the Selection, Organization, and Use of Materials By and About the Negro, June 15-July 24, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, Annotated Bibliographies, Bibliographies, *Books, Institutes (Training Programs), *Library Education, Library Material Selection, Library Science, *Negro Culture, *Negro Literature
The course discussed in Part I: Library Science 301, is concerned with the selection and utilization of Negro resource materials. The course is geared to the mind of the librarian as reader, the technician who shares the interest in theme, plot, and character analysis of the issue-oriented college student pursuing the leads of an assignment or simply exploring. Several approaches which could be utilized for the course are given, a six weeks' calendar outlined and finally the required readings are listed. Part II: Library Science 303, considers the bibliography of the Negro. This course is an exercise in creative bibliography. It aspires to encourage a pursuit of an idea or a current subject or phase of the black sub-culture in the United States that will evolve into a serviceable annotated bibliography. Topics for an annotated bibliography are suggested. A six weeks' calendar and suggested readings are also included. Following a section of notes on authors and ideas are: a general bibliography, a selected Bontemps bibliography, a selected DuBois bibliography, a selected Africa bibliography and a list of children's books. (NH)

ED 051 857 LI 002 917
Shockley, Ann Allen
A Handbook for the Administration of Special Negro Collections.
Fisk Univ., Nashville, Tenn.
Pub Date 70
Note—71p.; Material prepared for Institute on The Selection, Organization, and Use of Materials By and About the Negro, June 15-July 24, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administration, *African American Studies, Books, Institutes (Training Programs), *Library Collections, Library Material Selection, *Library Services, Manuals, *Negro Literature, University Libraries
Many of the instant black collections are being stocked with reprints and administered by persons not knowledgeable in the field of black history, black books or black people. This study attempts to provide an initial basis that will be strengthened by the experiences of trial and error and the growing need of librarians for a criteria in administering black collections. The course includes the function of the Negro Collection in the instructional program, planning for services to Black Studies Programs, Afri-American Studies Programs and other special curricular programs, services to the community, the preparations of grant proposals, budgeting, and coordinating activities with other library functions. The Special Negro Collection in the Fisk University Library is used as a laboratory. (Author/NH)

ED 051 858 LI 002 918
Cazort, Jean Elder
A Handbook for the Organization of Black Materials.
Fisk Univ., Nashville, Tenn.
Pub Date 71
Note—35p.; Materials prepared for the Institute on the Selection, Organization and Use of Materials by and About the Negro, June 15-July 24, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cataloging, *Classification, College Libraries, Institutes (Training Programs), Library Collections, *Library Material Selection, Manuals, Negro Education, *Negro Literature, Organization, *Subject Index Terms
The information in this handbook is provided to help with the organization and retrieval of black materials by attempting to touch on most of the questions that one will raise in his work with these materials. The handbook is the outgrowth of discussions of classification and cataloging at the Institute on the Selection, Organization, and Use of Materials by and about the Negro. It is aimed primarily to college libraries using Library of Congress classification and subject headings, although there is some comparative discussion of the provisions of Dewey as compared with those of Library of Congress. Neither of these classification systems provides adequately for black materials. A detailed examination of the Library of Congress subject headings is presented. (Author/NH)

ED 051 859 LI 002 919
Learning Resources Operational Model.
Tarrant County Junior Coll. District, Ft. Worth, Tex.
Pub Date Jun 71
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Automation, Budgeting, *College Libraries, Community Involvement, Information Needs, Instructional Media, Libraries, *Library Planning, *Library Services, *Models, Resource Allocations, Staff Utilization, *Systems Approach
The learning resources program at Tarrant Count Junior College calls for a district-wide resource dedicated to the support of instruction. Traditional library and media services are subsumed within this approach. The operational model consists of many interrelated subsystems most of which are described by flow charts. The systems viewpoint is utilized for all decisions at whatever level, for staffing, position classification, budgeting, and long-range planning. (AB)

ED 051 860 LI 002 920
Proceedings of the International Conference on General Principles of Thesauri Building, Warsaw, 23-27 March 1970.
Polish Academy of Sciences, Warsaw. Documentation and Scientific Information Centre.
Pub Date 70
Note—191p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Indexing, Information Retrieval, Information Science, Information Storage, *Information Systems, Language Development, Languages, *Thesauri
Identifiers—Poland, Scientific and Technical Information
The aim of the conference was to hold a working discussion on problems essential to the building of thesauri, a uniform comprehension of which would make it possible to build them in a manner ensuring easier communication and exchange of information between information systems covering different ranges of subject matter, and using different languages. The conference discussed the way essential terms such as "thesaurus," "descriptor," and "ascriptor" would be handled. The fundamental elements of which thesauri should consist were also discussed and special stress as laid on methods of thesauri building, selecting and qualifying descriptors, their structure, and interrelations and determination. The conference discussed the building of monolingual thesauri and some problems of polylingual thesauri and debated the Unesco publication, "Guidelines for the

Establishment and Development of Monolingual Scientific and Technical Thesauri for Information Retrieval: third draft." (Author/AB)

ED 051 861 LI 002 921

National Science Research Data Processing and Information Retrieval System; Hearings before the General Subcommittee on Education ... Ninety-First Congress, First Session on H.R. 8809 ... April 29 and 30, 1969.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 69

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Output Microfilm, *Documentation, *Electronic Data Processing, Federal Legislation, *Information Processing, *Information Retrieval, Information Systems, *Microforms

Identifiers—New York Times Information Retrieval System, *Scientific and Technical Information

Testimony given by Dr. John Rothman, Manager of Information Services, New York Times, before the General Subcommittee on Education ... describes the information retrieval system of the New York Times. He describes how the system will process material efficiently and economically, store it securely and in proper order, and make it available via computer to inquirers. The abstracts will be stored in a computer, with the full text stored in microform in an automated device linked to the computer, and appropriate computer-linked input/output facilities. The statement of Dr. Rothman and Mr. Robert S. November, Director of Library Services and Information Division of the New York Times, gives the background information of the New York Times Information Retrieval System, why it was started and what are the future plans. The purpose of the hearing is to better qualify the subcommittee members to evaluate pending legislation for the establishment of a National Science Research Data Processing and Information Retrieval System. (NH)

ED 051 862 LI 002 922

Standera, Oldrich

COMPENDEX/TEXT-PAC: RETROSPECTIVE SEARCH.

Calgary Univ. (Alberta).

Pub Date May 71

Note—65p.; Information Systems and Services Division Report No. 9

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Automatic Indexing, Computers, Indexes (Locaters), *Indexing, Information Centers, *Information Retrieval, *Information Science, *Information Systems, *Search Strategies

Identifiers—Canada, CIS, COMPENDEX, Computerized Engineering Index, Current Information Selection, *Text Pac System

The Text-Pac System is capable of generating indexes and bulletins to provide a current information service without the selectivity feature. Indexes of the accumulated data base may also be used as a basis for manual retrospective searching. The manual search involves searching computer-prepared indexes from a machine readable data base produced largely by human abstracting and indexing. Retrospective searching in the Text-Pac System provides computer matching of a machine-readable data base prepared by human abstracting and indexing against questions manually prepared and translated into the system language. The entire record is scanned for occurrence of the question words and the "hits" from this matching are obtained in the form of a computer printout. The logic and search strategy are the same as used for the Current Information Selection. (related reports are available as ED 044 120, and ED 044 121.) (Author/AB)

ED 051 863 LI 002 923

Svenonius, Elaine

The Effect of Indexing Specificity on Retrieval Performance.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 71

Note—425p.; A Dissertation Submitted to the Faculty of the Graduate Library School [Univ. of Chicago] in Candidacy for the Degree of Doctor of Philosophy

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Indexes (Locaters), *Indexing, *Information Retrieval, *Information Science, Information Systems, *Relevance (Information Retrieval)

Identifiers—Precision Ratios

The main purpose of the experiment was to answer the question whether broad or narrow terms function most effectively in the retrieval of relevant documents. The answer depends on what the user of the retrieval system wants, his wants being expressed in terms of stated precision-recall preference, or by the exact number of relevant documents he wishes to retrieve. Depth of indexing does not contribute significantly to effective retrieval. Documents should be indexed with broad terms to satisfy recall preferences with narrow terms to satisfy precision preferences since the amount of material retrieved in a system is not a simple function of the total numbers of terms posted to documents in the collection. At high cut-off values the retrieval power of broad and narrow terms tends to become equalized. Precision can be improved through raising the cut-off point and deleting broad terms. Experiments with weighted indexing provided poor results, and with title-term indexing gave inconclusive results. (AB)

ED 051 864 LI 002 924

Vaswani, P. K. T. Cameron, J. B.

The National Physical Laboratory Experiments in Statistical Word Associations and Their Use in Document Indexing And Retrieval.

National Physical Lab., Teddington (England).

Report No—COM-SCI-42

Pub Date Apr 70

Note—171p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cluster Grouping, *Indexes (Locaters), *Indexing, *Information Retrieval, *Search Strategies, Word Frequency

The experiments involved 11,571 abstracts (with titles), 1,000 key-word stems and 93 search requests. Measures of word association are derived in several ways from the numbers of documents in which two given words co-occur, and measures of similarity from the numbers of words associated with both. Word clusters with different degrees of overlap are derived from the resulting networks of word connections for use as document descriptors. All are employed in retrieval and their performance analyzed. Two new measures, sensitivity and coverage, reflect the variation in a strategy's performance from request to request. The best strategy depends on the user's requirements. For a single strategy key-words are simplest but the quantities of output are erratic and may usefully be controlled according to word associations. If two strategies can be used key-words alone may be followed by associations, yielding in a similar output quantity 30% more relevant documents. The corresponding use of clusters is marginally better but unlikely to justify its extra cost. (Author)

ED 051 865 LI 002 925

Microform Retrieval Equipment Guide.

National Archives and Records Service (GSA), Washington, D.C. Office of Records Management.

Report No—FPMR-101-11-3

Pub Date 70

Note—69p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Fed. Stock No. 7610-181-7579, $.65)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Output Microfilm, Guides, *Microform Reader Printers, *Microform Readers, *Microforms

A basis for comparing available equipment against the requirements of the prospective user or purchaser of microform retrieval equipment is provided. As used in the handbook, microform retrieval equipment is defined as any device that is used to locate, enlarge, and display microform images or that produces enlarged hard copy from the images. Only equipment available in the United States is included. (AB)

ED 051 866 LI 002 926

A Model Budget Analysis System for Program 05 Libraries.

Evergreen State Coll., Olympia, Washington.

Pub Date Mar 70

Note—28p.; Prepared by the Interinstitutional Committee on Business Officers

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Budgeting, College Libraries, Cost Effectiveness, Guidelines, Library Acquisition, Library Collections, Library Programs, *Library Services, *Library Technical Processes, Models, *Staff Utilization, *Systems Analysis, University Libraries

Identifiers—Washington State

The emphasis of this guideline is on determining modular figures for the three main facets of the library program: (1) acquisition of library resources, (2) technical processing of those resources and (3) services to the public using those resources. The system includes the following components: (1) A Library Resources Formula which takes into account both enrollment and program factors and is similar to the approach developed by Clapp and Jordan; (2) Staffing formulas which relate public service staff to the demands for service and the technical processes staff to the materials which require processing and which compare the Washington libraries to those in the University of California System; (3) A minimum percentage increase factor for acquisitions and, for formula purposes, a maximum percentage limitation on weeding; (4) Procedures for converting resource and manpower requirements into dollars which allow for changing market conditions; and (5) Procedures for computing binding and other operational costs. The proposed system relates closely to the long range planning process since it enables each institution to estimate its requirements for future library resources and staffing once the factors of student enrollment, faculty staffing and graduate programs have been determined for any given year. (Author/NH)

ED 051 867 LI 002 927

Hough, R. W. And Others

A Study of Trends in the Demand for Information Transfer. Final Report.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—National Aeronautics and Space Administration, Moffet Field, Calif.

Report No—SRI-PROJ-MU-7866

Pub Date Feb 70

Note—131p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Audiovisual Communication, *Communications, *Communication Satellites, Computers, Facsimile Transmission, *Information Dissemination, *Information Services, Research, *Telecommunication

Identifiers—*Information Transfer

The scope of the research reported here is summarized as follows: (1) consider items of information that could conceivably be transmitted electrically or electronically, (2) concentrate on domestic U.S. rather than international traffic, (3) concentrate on point-to-point service, (4) consider data collection and broadcasting services only as they affect point-to-point service and (5) consider all forms of information transfer subject only to the constraint that the information must be transformable into electrical signals. The method used to analyze trends in demand for future communications include: (1) assemble, from the literature and Stanford Research Institute (SRI) files, a list of existing or potential information transfer services; (2) select sample services from the list that are of particular interest and (3) for each of the selected services, determine a projection variable that bares some relationship to the amount of information transferred. The major findings concern the maximum amount of electrical or electronic information transfer that might reasonably be expected in the categories of: voice; video; record, data, and private wire; and written. Appendix A is the list of approximately 400 potential information transfer services compiled for the study. Appendix B is a discussion of two proposed satellite mail systems. (NH)

ED 051 868 LI 002 928

Wemms, Michael, Ed.

Libraries and the Book Trade.

Hertfordshire County Library, Hertford (England).

Pub Date 69

Note—36p.; Papers presented at the Weekend Conference of the Hertfordshire County Library Staff, held at Offley Place, November 1968

Available from—Hertfordshire County Library, County Hall, Hertford, Herts (England) ($1.80)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Authors, *Books, Conferences, *Copyrights, *Library Materials, *Paperback Books, Public Libraries, *Publishing Industry, Speeches

In "What Use Are Authors?" David Holbrook explores some of the problems authors are faced with in our society. The relationship between the small bookshop and the publisher is examined by Martyn Goff in: "The Problems of the Small Bookseller." Tom Woolston discusses the woes of the library suppliers in his talk: "Library Supply." A look at the paperback book industry is presented by William Miller in: "Paperback Publishing Today." The problems of copyright are considered in the final two papers: "Copyright - The Technical Problems," by Michael Humphreys and "Copyright, the International Problems," by Roy Yglesias. A brief professional background for each of the contributors is included. (NH)

ED 051 869 LI 002 929

Papers Delivered at the Indiana University Library Dedication, Bloomington Campus, October 9-10, 1970.

Indiana Univ., Bloomington.

Pub Date Jan 71

Note—68p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Library Services, *Management, Models, *Objectives, Speeches, *Staff Role, *University Libraries

Identifiers—*Indiana University Library

The Dedication Address was given by Gordon N. Ray. Alan R. Taylor presented "A Model of Academic Library Service," which was followed by "Views and Reviews," given by Edwin H. Cady; "Comments on 'A Model of Academic Library Service'," by Stephen A. McCarthy and "Critique of Taylor Paper," by Marvin E. Olsen. The other speeches given at this dedication are entitled: "Library Dedication Speech" by Joseph R. Hartley; "Academic Library Management," by John H. Moriarty; "Service and Housekeeping," by Eldred Smith and "Staff Role in Goal Determination" by David Kaser. (NH)

ED 051 870 LI 002 930

Thom, Bill

The Library in the New Polytechnic.

North-Western Polytechnic, London (England). School of Librarianship.

Pub Date Nov 69

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Libraries, *Information Needs, *Library Planning, *Library Services, Surveys, *Use Studies

Identifiers—*Library Role

The aims of this one-year research project undertaken for the School of Librarianship were: (1) to determine the various information needs of the user groups in the colleges, (2) to investigate present library services in light of the users' needs and (3) to propose immediate and long-term development plans for the library. In this study the role of the library within the college, was examined; the library services were evaluated and an investigation into the library administration was made; the staff and students were asked to state their minds for library services by means of a questionnaire survey and their views on current provision were sought; libraries in comparable institutions in England, Germany and Holland were visited to see what developments, if any, are relevant to the situation here; and proposals have been made on two levels: (a) immediate measures and (b) long-term measures. The main findings and recommendations are summarized. (Author/NH)

PS

ED 051 871 PS 004 488

Directed Research Program in Reading, Early Childhood, Vocational Education, School Organization and Administration, FY 72 - FY 76.

National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date May 70

Note—73p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Groups, *Early Childhood Education, *Educational Research, *Reading, Research Needs, Research Utilization, *School Administration, School Organization, *Vocational Education

Identifiers—CER, National Center Educational Research Development, National Institute for Education, NIE

In 1970 the National Center for Educational Research and Development (CER) reviewed United States Office of Education (USOE) Bureau of Research policies over the previous 15 years, and as a result of this review, initiated the Directed Research Program. This program will concentrate funds in four areas of high educational significance and will be conducted so that cumulative results can be employed relatively soon to improve the schools: (1) Reading, (2) Early Childhood, (3) Vocational Education, and (4) School Organization and Administration. In this document, development plans for each of these four areas are profiled against a timetable spanning fiscal years 1971-1976 with possible cost allocations per activity per year. Problems, objectives, and strategies for development of activities are described and major problem areas within activities are delineated. Research which concentrates on disadvantaged populations, which is linked to other USOE programs, which can be disseminated to the schools, and which can be implemented in experimental schools or regional educational laboratories will offer maximal return for the investment of resources. (WY)

ED 051 872 PS 004 672

Pollak, Ruth S.

Guide for RIPPLES.

National Instructional Television Center, Bloomington, Ind.

Pub Date 70

Note—34p.

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Concept Formation, *Educational Television, *Elementary School Students, Human Relations, Physical Environment, Program Descriptions, *Program Guides, *Teacher Role, *Television Curriculum

The "Ripples" series of educational television programs for children from 5 to 7 years old is described in this guide. The programs present basic ideas about man in relation to himself and his environment, leading the child into many subject areas and stimulating curiosity about himself and the wider world. The information presented in this guide is planned to help teachers use 36 different "Ripples" programs effectively and includes program description, basic emphasis, and suggestions for further activities for each program. When specific preparations are desirable, these are also mentioned. The "Ripples" television approach is different in that it departs from traditional subject matter and emphasizes the importance of the teacher role in later discussion and activities. The programs are planned to reinforce each other by approaching the same ideas from different points of view. For example, the idea that children can cope with new situations is dealt with in several ways in these programs: "Everybody's Different, All by Myself, How Do you Know?, Overnight at the Hospital, and Lost". (NH)

ED 051 873 PS 004 682

Thorsell, Siv Karre, Marianne

Before School Starts. For Children's Minds--Not Just to Mind the Children. The Child Centre--as Seen by a Parent.

Swedish Inst., Stockholm.

Pub Date 69

Note—27p.

Available from—Swedish Institute, Hamngatan 27, P.O. Box 7072, S-103 82 Stockholm, Sweden

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*After School Centers, Child Care Workers, *Day Care Services, Educational Needs, Facilities, Financial Support, Government Role, *Nursery Schools, *Parent Reaction, *Preschool Programs, Program Evaluation, Standards

Identifiers—Sweden

The two articles in this document describe Swedish child centers (day nurseries, nursery schools, and after school centers). In one article, a government official discusses the overall aims of the child centers, their facilities and use, and the standards and staff. The role of national and local governments in administration and finances is outlined and the need for expansion of preschool facilities in Sweden is stressed. The second article, written by a journalist, is a critique of Swedish child centers from the parent's point of view. The need for additional and better centers to reach wider and more diverse groups of children is emphasized. Physical planning, age grouping, teachers, and length of the center day are discussed. (NH)

ED 051 874 PS 004 758

Hilliard, Everett

A Comparison Study of the Cognitive Development of Disadvantaged First Grade Pupils (As Measured by Selected Piagetian Tasks).

Ontario-Montclair School District, Ontario, Calif.

Pub Date 29 Apr 71

Note—11p.; Paper presented at the 49th Annual Meeting of the California Educational Research Association, San Diego, California, April 29-30, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, Cognitive Tests, *Conservation (Concept), *Disadvantaged Youth, *Experimental Teaching, Grade 1, Hypothesis Testing, Language Development, Mathematical Concepts, Mexican Americans

Identifiers—*Piaget

The purpose of this study was to test the effects of an experimental method of instruction upon the cognitive development of disadvantaged first grade children. The hypotheses formulated were: (1) there is no difference between the medians of the control and experimental groups or between the numbers of subjects in each group placing at the various stages of conservation on conservation of substance tasks, conservation of quantity (discontinuous) tasks, and seriation tasks; and (2) there is no difference between the medians of the control and experimental groups on the Numbers subtest of the Metropolitan Readiness Tests. The sample consisted of 38 first grade pupils (mean age 6 years and 3 months at the beginning of the year) primarily from Mexican-American, low income homes. The students were pretested in September. Near the end of the year, a 6-week training program consisting of 30-minute daily lessons using Piaget's tasks was administered to the experimental group by teacher aides. The controls were simultaneously given a traditional arithmetic program. The experimental program emphasized children's manipulation and classification of materials and the development of language and concepts of number, size, weight and length as well as an awareness of reversibility in relation to many different kinds of transformations. Both hypotheses were supported. (Author/AJ)

ED 051 875 PS 004 763

Conference on Reading and Early Childhood.

Ohio State Dept. of Education, Columbus.

Pub Date 70

Note—60p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Disadvantaged Youth, *Early Childhood Education, *Early Reading, Elementary Education, Federal Aid, Information Dissemination, Motivation, Negro Youth, Parent Participation, *Reading, *Reading Instruction, Teacher Education

Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I

Collected in this document are seven papers presented at the Ohio Conference on Reading and Early Childhood: (1) "Kids," Jerome Kagen; (2) "Parents as Partners," Christine F. Branche; (3) "When the Young Child Finds Importance in Reading," Leland B. Jacobs; (4) "Four Questions on Early Childhood Education," Lilian G. Katz; (5) "How to Teach Poor Blacks and Rich Whites to Read," S. Alan Cohen; (6) "Coordination of Regular and Special Programs," Martin L. Stahl; and (7) "Dissemination," Joseph L. Davis. (AJ)

ED 051 876 PS 004 766

Gordon, Ira J.

On Early Learning: The Modifiability of Human Potential.

Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 71
Note—52p.
Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($2.00, NEA Stock No. 611-17842)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Community Involvement, Cultural Factors, *Early Experience, Educational Change, *Intellectual Development, Longitudinal Studies, Parent Participation, *Personality Development, *Self Concept, *Stimulation

Three major educational goals suggested for the child are: (1) that he learn to balance a concept of himself as both an individual and a group member; (2) that he became competent so that he will feel he can influence the events that affect his life; and (3) that he develop a positive sense of self-esteem. A transactional view of development and the role of culture are discussed, and an overview of longitudinal studies which explore relationships between early child experience and later personality and intellectual development is presented. Studies which investigate the effects of different types of stimulation upon the development of the young child are discussed. The need for new measures of intellectual development in the early years is emphasized, for measures currently in use have no predictive validity. Educators should not confine their efforts to the cognitive domain, but should involve parents and the general community in all aspects of education, including decision making. (NH)

ED 051 877 PS 004 768
Lay, Margaret Dopyera, John
Analysis of Early Childhood Programs: A Search for Comparative Dimensions.
Syracuse Univ., N.Y.
Spons Agency—ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Analysis, *Early Childhood Education, Evaluation Criteria, Evaluation Methods, Language Programs, *Preschool Evaluation, *Preschool Programs, *Program Evaluation

To help educators obtain more specific comparative data on preschool programs, this paper develops some common constructs for the objective assessment of any program. The constructs proposed are: (1) density, the total amount of sensory stimulation encountered within a given time span; (2) variety, the extent to which the program provides encounters to diverse stimuli/situations; (3) complexity, the extent to which children encounter stimuli/situations in their natural complex state as compared with encountering prepared simplified versions; (4) sequence, provision for future encounters and/or emphasis given to previous experience; (5) regularity, the extent to which a pattern of encounters recurs on a daily or weekly basis; (6) emergence, extent to which new materials are introduced as the program progresses and/or which expectations for use of materials and interactions are altered during the program; (7) uniformity, extent to which children within a program have similar encounters; (8) contrast; (9) pacing; (10) scope, and (11) controllability. The consideration of dimensions would facilitate the combination of various aspects of several programs to produce programs more closely tailored to a child's assessed personological characteristics or stage of development. (Author/AJ)

ED 051 878 PS 004 794
Bereiter, Carl
An Academic Preschool for Disadvantaged Children: Review of Findings. Preliminary Draft.
Ontario Inst. for Studies in Education, Toronto.
Pub Date [70]
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Cognitive Ability, *Comparative Analysis, *Conventional Instruction, *Instructional Innovation, *Preschool Education, Preschool Learning, *Preschool Programs
Identifiers—Bereiter Englemann Program

This paper presents some inferences about preschool education, based on evaluative research done on the Bereiter-Englemann program. These inferences may be summarized as follows: (1) The Bereiter-Englemann program has clearly had more impact on IQ and achievement than the traditional child-centered approach, but not necessarily more impact than other programs having a strong instructional emphasis; (2) the traditional nursery school and kindergarten program has failed to achieve as good results in cognitive learning as the more instructional approaches, and at the same time has not demonstrated any redeeming advantages; and (3) however encouraging the immediate results and follow-up achievement data of a preschool compensatory education program, no preschool program shows promise of making, by itself, a permanent difference in poor children's scholastic success. It is suggested that no more resources be devoted to the search for better preschool programs because the existing technology enables young children to be taught far more than they can benefit from. It is proposed that educators direct more effort toward constructing articulated programs that permit teaching in preschool what will be useful later, and teaching in the elementary school what builds upon the child's learning in preschool. (NH)

ED 051 879 PS 004 801
Byers, Libby
To Laugh is to Know: A Discussion of the Cognitive Element in Children's Humor.
Pub Date [70]
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, *Cognitive Development, *Educational Television, *Humor, Intellectual Development, Language Role, Motivation, *Teaching Techniques, Television Viewing
Identifiers—Sesame Street

The development of children's humor is described, focusing on the cognitive aspect of what is funny and how this relates to children's intellectual growth. Cognitive elements that facilitate children's humor are identified as: (1) the ability to grasp incongruities, (2) the presence of an intellectual challenge, (3) timing, (4) novelty, and (5) a sense of detachment from the situation in the joke. Humor, as used on Sesame Street, is discussed as an instructional technique to reinforce and expand recently learned concepts. (NH)

ED 051 880 PS 004 808
Day Care Survey-1970. Summary Report and Basic Analysis.
Westat Research, Inc., Rockville, Md.; Westinghouse Learning Corp., Bladensburg, Md.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.
Pub Date Apr 71
Note—246p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—After School Programs, Costs, *Day Care Programs, *Day Care Services, Facilities, Mothers, *National Surveys, *Needs, *Tables (Data), Working Women

This comprehensive study was designed to provide essential information for federal, state, and local policy planners to design and test new program concepts in day care services for children. Findings from the survey provide data on existing day care programs, availability of day care services, and the nature and extent of the need for day care service. The results of the survey indicate that there is a sizeable potential demand among low to moderate income working mothers for better day care center capacity, that for school-age children there is little organized care or other supervised recreation to meet needs before and after school; and low to moderate income working mothers pay a nominal amount of less than $100 a year for in-home care, and $400 to $700 a year for out-of-home care. Information was obtained from day care center operators on expenses and income, and parents were asked what they were willing to pay for adequate day care and what they could afford. This volume contains the text of the report, while a separate volume presents the project methodology and survey instruments. Approximately three-fourths of this document consists of tables. (Author/AJ)

ED 051 881 24 PS 004 809
Lavatelli, Celia Stendler, Ed.
Language Training in Early Childhood Education.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.
Bureau No—BR-0-0288
Pub Date 71
Contract—OEC-0-70-2623(519)
Note—196p.
Available from—University of Illinois Press, 54 East Gregory, Champaign, Ill. 61820 ($4.00)
Document Not Available from EDRS.
Descriptors—Culturally Disadvantaged, *Early Childhood Education, *Evaluation Techniques, Imitation, Infants, *Language Development, Language Instruction, Language Tests, Mexican Americans, *Psycholinguistics, *Student Teacher Relationship
Identifiers—British Infant Schools

The purpose of this book is to make readers, especially teachers, more conscious of language processes and of the components of teacher-child interactions that affect language acquisition. The papers in this volume, devoted to both the theory and practice of language training, were selected on the basis of what appear to be promising practices in language training derived from current psycholinguistic thought. Part I contains the following papers: "Language Research and Preschool Language Training," Donald R. Moore; "On the Heterogeneity of Psychological Processes in Syntactic Development," Wilbur A. Hass; and "Language of the Disadvantaged: The Distancing Hypothesis," Irving Sigel. Part II contains: "A Tutorial Language Program for Disadvantaged Infants," Genevieve Painter; "A Systematized Approach to the Tucson Method of Language Teaching," Celia Lavatelli, ed.; and "Language Programs for Young Children: Notes from England and Wales," Courtney B. Cazden. Part III papers are: "Some Language Comprehension Tests," Ursula Bellugi-Klima; and "Elicited Imitation as a Research Tool in Developmental Psycholinguistics," Daniel I. Slobin and Charles A. Welsh. (Author/AJ)

ED 051 882 PS 004 810
Orost, Jean H.
Racial Attitudes Among White Kindergarten Children From Three Different Environments.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RM-71-1
Pub Date Jan 71
Note—27p.; Paper prepared for presentation at the meeting of the American Educational Research Association, New York, New York, February, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, Caucasians, *Childhood Attitudes, *Discriminatory Attitudes (Social), *Kindergarten Children, Negro Youth, Peer Relationship, Question Answer Interviews, Race Relations, *Racial Attitudes, *Racial Discrimination, Stress Variables
Identifiers—Social Episodes Test

This research was initiated to determine whether the extent of a white child's first-hand contacts with black peers would influence his attitudes toward blacks. The subjects, 49 white, middle to upper class kindergarten children, all from two-parent homes with mothers who did not work outside the home, were divided into three groups: (A) children with no association with black children, (B) children with interracial contacts in school only, and (C) children with interracial contacts both in school and residential environment. The test used was the Social Episodes Test designed by Trager and Radke-Yarrow, but with pictures designed especially for this project. The three pictures shown and discussed were: (1) three white children playing and a black child approaching the group, (2) three white children playing, and (3) three white children and one black child playing together. An interview was conducted to determine the extent of the child's associations with and feelings toward black children. 79.7% of the sample displayed some form of tension after being shown the first picture. About half that number of children displayed tension after picture number three of racial harmony. Refusal to discuss picture number one was most prevalent among Group B subjects. Tension displayed by

distraction was most evident among Group A subjects. (Author/AJ)

ED 051 883 PS 004 811
Ward, William C. *Legant, Patricia*
Effect of Labels on Memory in the Absence of Rehearsal.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-70-53
Pub Date Oct 70
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Learning Processes, *Memorizing, *Memory, Pictorial Stimuli, *Preschool Children, *Recall (Psychological), Retention, *Verbal Learning
This study tests the hypothesis that labeling facilitates recall in nursery school children if and only if it leads to rehearsal. Subjects were 34 children ranging in age from 47 to 53 months. During pretraining, those children in the Label group named pictures of animals and fruits as they were presented, while those in the No Label group matched each picture to the same card in a second set of pictures. Eight test trials followed. During each one the child was shown two pictures, one at a time, with exposure ended as soon as he named them (or in the No Label group, after a comparably brief exposure.) For all subjects there was a 20-second delay between presentation and recall, during which the tester conversed with the child to prevent rehearsal. Subjects who labeled showed recall superior to that of subjects who did not, indicating that the facilitating effect of labels in short-term memory is not solely attributable either to an increased tendency to rehearse or to the strengthening of a primary memory source. (Author/NH)

ED 051 884 PS 004 815
Kiester, Dorothy J.
Consultation in Day Care.
North Carolina Univ., Chapel Hill. Institute of Government.
Pub Date 69
Note—82p.
Available from—Institute of Government, University of North Carolina, Chapel Hill, NC 27514 ($1.00)
Document Not Available from EDRS.
Descriptors—*Consultants, *Day Care Programs, *Day Care Services, Educational Philosophy, Inservice Education, Institutes (Training Programs), Preschool Workshops, *Professional Personnel, Specialists, *Technical Assistance
This handbook clarifies the responsibility, role and functions of the day care consultant. A chapter on the philosophy of day care is intended to stimulate thoughtful consideration of how existing patterns of day care affect children, parents, and the family. A variety of methods and strategies for translating day care philosophy into practice are described. The tools needed by the day care consultant are knowledge, communication skills, relationship skills, constructive use of authority, and skills of diagnosis and problem solving. A final chapter on training discusses conferences and institutes, workshops, and inservice training. This booklet was written primarily for day care consultants, but it should also be helpful to boards of directors and planning committees in communities where skilled consultants are not readily available. (NH)

ED 051 885 PS 004 817
Lusk, Diane *Lewis, Michael*
Mother-Infant Interaction and Infant Development Among the Wolof of Senegal.
Educational Testing Service, Princeton, N.J.; Swarthmore Coll., Pa.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No—ETS-RB-71-14
Pub Date Mar 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Child Development, Cognitive Tests, Cross Cultural Studies, *Infant Behavior, *Infants, Observation, *Parent Child Relationship, Psychomotor Skills
Ten mother-infant dyads were observed in their homes for four hours each during one month in order to measure interactive aspects of their behavior. Demographic data are included for the participating families, who are members of the Wolof in Senegal, Africa. For this study, interaction was defined as a sequence of behaviors involving both caretaker and infant which fell (a) within one 10-second time column or (b) extended over two or more time columns but which the observed judged to be a continuous sequence. Six different infant behaviors (fret/cry, extreme movement, look, vocalize, smile, touch) and five adult behaviors (touch-gross, touch-fine, vocalize, smile, approach) were recorded. After collecting the observational data, the new Bayley Scales of Infant Development were given to the infants in their homes. The most important result to emerge was that the pattern of caretaker-infant interaction was related more strongly to the age of the infant than to any other variable investigated. The results of the developmental testing are in agreement with other findings that African infants show precocious development within the first year. No relationship between the interaction measures and tests of cognitive and motor skills was found. (Author/NH)

ED 051 886 PS 004 818
Hale, Gordon A.
Interrelations in Children's Learning of Verbal and Pictorial Paired Associates.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No—ETS-RB-71-4
Pub Date Jan 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Associative Learning, Elementary School Students, Grade 9, Nonverbal Learning, *Paired Associate Learning, *Pictorial Stimuli, Verbal Learning, *Verbal Stimuli, Verbal Tests, Visual Measures
This study was designed to investigate the functional similarity of the mental processes children use to learn verbal tasks and pictorial tasks. Children in grades 3 and 6 (n=144) and in grade 9 (n=112) were given four short paired-associate tasks entitled Pictures, Concrete Words, Abstract Words, and Japanese Characters. The tasks consisted of six stimulus-response pairs presented over two trials. Planned comparisons in mean level of performance involved the first three tasks. Performance on Pictures was found to be superior to Concrete Words, and Concrete Words was superior to Abstract Words, with the former effect reaching significance for grades 3 and 9 and the latter for grades 3 and 6. An analysis of all four tasks found that correlation between Pictures and Concrete Words increased across grade levels to a greater degree than correlation between any other pair of tasks. This last result paralleled data from an auxillary experiment and suggests a developmental increase in children's use of verbal processes along with imagery to learn pictorial materials. (Author/NH)

ED 051 887 PS 004 823
Patterson, Gerald R. *Gullion, M. Elizabeth*
Living with Children: New Methods for Parents and Teachers.
Eugene Public Schools, Oreg.; Oregon Univ., Eugene. School of Education.
Pub Date 68
Note—128p.
Available from—Research Press, Country Fair Station, Box 3177, Champaign, Ill. 61820 ($3.00)
Document Not Available from EDRS.
Descriptors—Aggression, *Behavior Change, *Behavior Development, *Behavior Problems, Hyperactivity, *Learning, Observation, Parent Child Relationship, *Reinforcement, Reinforcers, Social Reinforcement
Identifiers—Social Learning Approach
Written in the form of programmed instruction, this book is designed to help parents and teachers understand and correct situations in which a child's behavior is distressing. The book utilizes the social learning approach (that people learn most behavior patterns from other people). The first section discusses how parents and children learn and teaches about reinforcers, how children train parents, accidental training, and how to observe and retrain one's child. The second section on changing undesirable behavior presents clues for helping belligerent, reluctant, overly active, dependent, frightened or withdrawn children. Sample behavior graphs are provided. (AJ)

ED 051 888 PS 004 824
Vaughan, Victor C., III, Ed.
Issues in Human Development: An Inventory of Problems, Unfinished Business and Directions for Research.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Nov 67
Note—222p.; Papers in this monograph were presented at the Symposium on Issues in Human Development, Philadelphia, Pennsylvania, November, 1967
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adolescence, Early Childhood, *Early Experience, Economics, Environmental Influences, *Human Development, *Individual Development, Institutions, *Interdisciplinary Approach, Laws, Mental Development, Municipalities, Physical Development, Social Development, *Symposia
The papers presented at the Symposium on Issues in Human Development in Philadelphia, November 1967, are collected in this document. Included are lengthy extracts from the discussion. Participants at the conference were from the biologic and social sciences. The goal of the conference was not so much to reveal answers to problems as to make sure the right questions were being asked, in the hope that the ultimate answers might serve as guides to social and political action. The seven parts into which the conference was divided emphasized these aspects of human development: earliest influences; physical and chemical growth and development; socialization in early childhood; cognition and learning; adolescence; the city; institutions, economics and the law. All of the papers are timely; some were freshly updated before this publication. The issues discussed present the need for study and research, and for community action that will help children to live creative and productive lives. (Author/NH)

ED 051 889 24 PS 004 833
Wright, Revilla *Levin, Barbara*
A Preschool Articulation and Language Screening for the Identification of Speech Disorders. Final Report.
Children's Hospital Medical Center of Northern California, Oakland.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-I-048
Pub Date Jun 71
Grant—OEG-9-70-0016(057)
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Speech), Culture Free Tests, *Language Handicaps, Parents, *Preschool Children, School Personnel, *Screening Tests, Speech Handicaps, Standardized Tests, Tables (Data), Test Construction, *Test Reliability, Test Validity, Vocabulary
This report describes the validity and reliability studies done to standardize a preschool screening test developed for identification of articulation and language disorders. The test meets the need for a brief procedure which (1) identifies articulation and language disorders, (2) is not dialect bound and goes across cultural and regional differences in English, and (3) is standardized on a predominately black population. The test takes 5 to 8 minutes to administer and includes basic areas of vocabulary, articulation, and language. A failure in articulation and/or language indicates the need for a longer evaluation. The results of the short screening test are compared with the results of more extensive testing for 152 children enrolled in day care and Head Start type programs. Ages ranged from 2 1/2 to 5 1/2 years, with 25 children in each 6 month age group. Ninety-four percent of the time the screening either agreed with the evaluation (135 children) or gave a false positive (10 children), indicating that this test is an efficient and valid indicator of articulation and language disorders. Communication of results to school personnel and parents for effective follow

up is discussed. Tables are included. A testing kit and manual are available. (Author/NH)

ED 051 890 24 PS 004 834
Strong, Emily Vallery, Arlee
Conditioning Tasks Performance in Infancy and Early Childhood as a Stable and Measurable Aspect of Behavior. Final Report.
Alabama Univ., University.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-D-049
Pub Date Sep 70
Grant—OEG-4-70-0004(057)
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attention Span, *Conditioning, Discrimination Learning, Early Childhood, *Feasibility Studies, *Infant Behavior, Longitudinal Studies, Operant Conditioning, *Personality
Identifiers—Eysencks Hypothesis
Primarily a feasibility study, the research reported is based on Eysenck's hypothesis that conditionability is a unitary factor related to introversion-extroversion and attention span. Thirty infants, representing a random sampling of race, sex, and socioeconomic background, were tested on three consecutive days at ages 3 months, 5 months, 9 months, and 12 months. Tests based on existing methods of successful infant conditioning were adapted to infants' abilities at each age, but at each test time included eye blink, vocalization, head turn, discrimination and single-stimulus conditioning. Tests of attention-span and the Bayley Test of Mental and Motor Development were also given each time. The subjects will be tested again at age 3 and at age 7, using standard IQ and personality tests. The feasibility of this longitudinal study was established, and conclusions were drawn about the usefulness of the various conditioning procedures employed. Further research leading to standardized procedures and a test of conditionability is needed, to give clues to the child's individual learning style. Figures showing the apparatus for the tests used in this study are included. (Author/NH)

ED 051 891 PS 004 845
Zeckhauser, Sally Ruopp, Richard R.
A Study in Child Care (Case Study from Volume II-A): "A House Full of Children." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Anglo Americans, *Bilingualism, Community Involvement, Cultural Awareness, *Day Care Programs, *Day Care Services, Health Programs, Nutrition, Organization, Parent Participation, Physical Facilities, Program Descriptions, *Self Concept, Social Services, Volunteers
Identifiers—Project Head Start, Ute
The Ute Indian Tribe Day Care Center at Fort Duchesne, Utah, is an expanded Head Start Program serving Ute and Anglo children. The community control of the center is significant: two-thirds of the staff are Ute; parents work as paid staff and volunteers in teaching situations; monthly parent meetings are held; 40% of the parents are involved in a career development program; and the center distributes its own monthly newsletter. Ethnic identity and bilingual communication are stressed in the day care program. Children are taught about their native legends, foods, crafts and dances. Center personnel feel that the emphasis on Ute culture gives Ute children increased tribal pride and Anglo children a better understanding of their Indian neighbors. Children in the center are free to choose their own activities and self-reliance is encouraged. The center provides a full-time nutritional and health program. A floor plan of the center, a community history, an explanation of center and staff organization, a chart of the use of the coordinator's time, and parent comments are included in this document. An appendix provides a sample daily schedule, weekly menu, physical exam form and child information form. (AJ)

ED 051 892 PS 004 846
O'Farrell, Brigid
A Study in Child Care (Case Study from Volume II-A): "They Understand." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bus Transportation, *Child Development, *Day Care Programs, *Day Care Services, Disadvantaged Groups, *Family School Relationship, Home Visits, Infants, Language Development, Mothers, Organization, Pregnancy, *Preschool Curriculum, Program Descriptions, Stimulation
Identifiers—CDT, Child Development Trainer Program, Piaget
This day care center, operated by Syracuse University and serving 100 children (birth to 3-year-old), admits only one child per family. The child must be the first or second child in a family where both parents have high school education or less and earn less than $5,000 per year. The program philosophy maintains that quality day care must carry over into the child's home life and community. The center supports a home visit program designed to help fulfill the educational, nutritional and health needs of expectant mothers through the child's third year. Many of the women selected for the program are unmarried high school students. The primary goal of the educational program is to give young children and their families opportunity for maximum intellectual, emotional and social growth. The infant program emphasizes the young child's emotional need for attachment to a special person, follows Piagetian task sequencing, provides infant stimulation and encourages language development. The "Family Style" toddler program allows the child to choose between various learning experiences, with older children helping younger ones. Creativity, sense perception, and small and large muscle activity are important parts of the curriculum. The document provides information concerning transportation, health, food, policymaking, staff organization, volunteers, and resource use. "Intellectual Stimulation for Infants and Toddlers," learning games and activities designed by Ira J. Gordon and J. Ronald Lally, has been removed from this report. (AJ)

ED 051 893 PS 004 847
O'Farrell, Brigid
A Study in Child Care (Case Study from Volume II-A): "Tacos and Tulips." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, Bus Transportation, Career Opportunities, Community Involvement, Cultural Awareness, *Day Care Programs, *Day Care Services, *Emotional Development, *Migrant Workers, Organization, Parent Participation, Parent Reaction, Program Descriptions, *Social Development
Identifiers—*Holland Day Care Center, Project Head Start
The Holland Day Care Center in Michigan serves a diverse community of Anglo children of Dutch ancestry and children of former migrant workers of Chicano, Black, Puerto Rican and Cuban origins who have settled in the area. Located in two churches which are about three blocks apart, the program divides children by ability and age into five classrooms with about 15 children per class. The program philosophy emphasizes social-emotional growth in a relaxed and unstructured atmosphere. Children are taught both Anglo and Spanish cultures in a bilingual approach. Volunteers from the community serve on the board of directors, policy advisory committee, personnel and finance committees. They also aid cooks and teaching staff, and male volunteers provide role models. Regular nutrition and health programs are provided by volunteer professionals and social services are available. Included in this report is information on center and staff organization, staff training, executive director's time-use chart, a table concerning use of resources and comments made by parents. An appendix provides sample parent involvement literature, word book samples for Spanish-speaking students, child guidance materials, and a career development plan for staff members. (AJ)

ED 051 894 PS 004 848
Elbow, Linda
A Study in Child Care (Case Study from Volume II-A): "Good Vibes." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Action, Community Involvement, *Community Services, *Day Care Programs, *Day Care Services, Financial Support, Organization, *Parent Participation, Parent Reaction, Program Descriptions
Identifiers—British Infant Schools, *Haight Ashbury Children's Center, Parents Participation Share Plan
The Haight-Ashbury Children's Center described in this booklet has these important aspects: (1) It is a community center, offering day care for children 2 1/2 to 6 years of age and community services for parents; (2) Its curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups. The program includes a social worker and parent-community worker, when funds permit. Center meetings provide a forum for discussion of plans for the day care center and specific community issues. Information on the center's history, funding, program, staff organization and training, and use of resources is included. An appendix presents the Parents' Participation Share Plan and other material. (NH)

ED 051 895 PS 004 849
O'Farrell, Brigid
A Study in Child Care (Case Study from Volume II-A): "A Rolls-Royce of Day Care." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Day Care Programs, *Day Care Services, Ethnic Groups, Health Programs, Industrial Relations, *Intellectual Development, *Labor Unions, *Language Development, Organization, Program Descriptions, Self Concept, Self Control, Television, Trusts (Financial)
Identifiers—*Amalgamated Day Care Center
The Amalgamated Day Care Center is an independent trust established through a collective bargaining agreement between the Amalgamated Clothing Workers of America, AFL-CIO, and the employers of the garment industry. The free center, open from 6:00 a.m. to 6:00 p.m., is located near the Chicago garment industries to minimize transportation problems for parents. No attempt is made to determine family income and the sole criterion for admittance is union membership. The center places primary emphasis on intellectual and language development to prepare its students to enter public schools. It also seeks to develop self-reliance, a strong self-image, and inner controls, and emphasizes the presentation of positive ethnic models and attitudes for the Black, Chicano, Puerto Rican, and Anglo children. The free health program is supplemented by a nutrition program of breakfast, hot lunch and snacks. The 60 children are divided into four classrooms with one teacher and one assistant teacher serving each group. Information is provided on policy making, center and staff organization, use of resources, parent, teacher, and observer comments. An appendix includes a daily classroom schedule, sample menu, child progress report and a union pamphlet. (AJ)

ED 051 896 PS 004 850
Rosenthal, Kristine
A Study in Child Care (Case Study from Volume II-A): "It's a Well-Run Business, Too." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development Centers, Cost Effectiveness, *Day Care Programs, *Day Care Services, Emotional Development, Experimental Programs, Middle Class, *Open Plan Schools, Organization, Physical Development, Play, *Private Agencies, Program Descriptions, Social Development, Tuition
Identifiers—*American Child Centers Inc
A day care center operated by American Child Centers, Inc. of Nashville, Tennessee, a private nonfranchise corporation, is described. Program emphasis is placed on the emotional, social and physical development of the child, as opposed to custodial care, or services to parents or the community. Careful cost-accounting methods are used to make the center profitable without sacrifice of quality. Admissions are on an open basis, but because of the location and high cost of the center's services, 92% of the families served are white, and 80% of the fathers have college degrees. The program uses an experimental approach involving much creative play, multi-age grouping, and team teaching. Academic advisors monitor the program. Parental interest is encouraged, but parents do not make policy. Staff organization and duties are described; a functional breakdown is given of how income is used; and financial and staffing problems faced by the centers are discussed. An appendix contains illustrative materials. (NH)

ED 051 897 PS 004 851
Willis, Erline
A Study in Child Care (Case Study from Volume II-B): "I'm a New Woman Now." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, Counseling Programs, *Day Care Programs, *Day Care Services, *Home Programs, Job Placement, Low Income Groups, *Mothers, Organization, Program Descriptions, Self Concept, Unemployed, Working Women
Identifiers—*Family Day Care Career Program, Project Head Start
The Family Day Care Career Program plan of New York City provides day care for approximately 3500 children of public assistance or low income career mothers (working, in school, or in training) in the homes of teacher mothers (day care mothers). The day care homes are administered by 21 sub-centers, which provide support for teacher mothers through home visits by educational aides and day care aides. Two career development paths are available to women in the program: internal (teacher mothers may move upward to other staff positions) and outside the system (career mothers are given counseling and helped to receive training and job placement). The system provides a means for teacher mothers to earn needed money at home and to increase their feelings of self-worth. With good day care for their children available free of charge, career mothers are able to improve their lives through employment or training. Information on the program's history, organization, staff, policymaking, and use of resources is included. An appendix contains illustrative materials. (NH)

ED 051 898 PS 004 852
Elbow, Linda
A Study in Child Care (Case Study from Volume II-B): "A Sense of Belonging." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Childhood Needs, *Day Care Programs, *Day Care Services, Developmental Programs, Fees, Low Income Groups, Organization, Program Descriptions, Public School Systems, *School Districts, *Systems Approach
Identifiers—*Berkeley Childrens Centers, Early Childhood Education System, Responsive Environment Model
The Berkeley Children's Centers system of seven day care centers, 3 preschool and 4 school-age, for children of working parents of low income homes (below $6,000/year) is sponsored by the Berkeley Unified School District. The 285 Black, Anglo and Chicano children enrolled are under the supervision of 83 staff members. The centers' association with the public school district allows them to share in the higher salaries and employee benefits, specialized staff, information resources, personnel services, stability and community support of the larger system. The system combines centralized organization for resources while maintaining local autonomy for each center. The basic program tries to respond to the individual needs of child, staff member and parent. Children are grouped by developmental stage rather than age, and have free choice between self-help materials and planned activities. Some centers utilize a Nimnicht Responsive Environment model. A part-time nurse for the children and social services for parents are available. Although home visits are made when problems arise, parental involvement is minimal. In this report, information is provided on policymaking, staff organization and training, use of schedule, teacher evaluation forms and child development assessment forms. (AJ)

ED 051 899 PS 004 853
Ruopp, Richard R.
A Study in Child Care (Case Study from Volume II-A): "Like Being at Home." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Care, *Community Involvement, *Comprehensive Programs, *Day Care Programs, *Day Care Services, Fees, Mexican Americans, Migrant Child Care Centers, Migrant Children, Organization, Parent Education, *Parent Participation, Program Descriptions, Self Concept
Identifiers—*Greeley Parent Child Center
The Greeley Parent Child Center in Greeley, Colorado is a year-round center serving primarily a Chicano migrant or settled-out migrant population. A comprehensive child care program is offered during the day, and educational programs for the parents are available during the evening. The center was originally funded by Head Start and was developed as a model to be duplicated in other migrant areas. Later, funding came from private sources. Recently the parents of children attending the center formed a nonprofit corporation and are involved in policymaking decisions. The center is currently understaffed, and at times the care offered the children is mainly custodial, but is aimed at self-image enrichment and better health. However, there are some structured activities: art, storytelling, singing, numbers, names, and letters. Volunteers and aides assist the head teacher. With no money available for staff training, an informal self-teaching and each-one-teach-one atmosphere prevails. Estimated and in-kind expenditures are itemized. An appendix includes Stimulation Kits (directions for simple, homemade toys), Weekly Fee Schedule, and Record Cards. (NH)

ED 051 900 PS 004 854
O'Farrell, Brigid
A Study in Child Care (Case Study from Volume II-A): "Children as 'Kids'." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cooperative Programs, *Day Care Programs, *Day Care Services, Emotional Development, Fees, *Financial Support, Handicapped Children, Hospitals, Organization, Parent Participation, Private Financial Support, Program Descriptions, *Rehabilitation Centers, Social Development
Identifiers—*Georgetown Day Care Center
The Georgetown Day Care Center, in Washington, D.C., is dually sponsored by a large hospital and a private non-profit organization and offers day care services to a small number of the children of parents who work at the hospital. The center also functions as a halfway house for children in a diagnostic center which identifies preschool children with observable or potential handicaps. The day care program allows these children to be gradually introduced into a normal preschool setting, while they are being worked with and observed. The primary emphasis of the program is the child's social and emotional development, but some pre-reading and pre-kindergarten math materials are used. A unique combination of use of private and public resources is demonstrated in this center, for the hospital provides physical facilities, health care, and food services; the private organization raises funds for teachers' salaries and supplies, and provides volunteer help in the classroom; and the parents pay on a sliding scale based on income. Parents meet regularly and are represented on the advisory committees. Appendixes include samples of parent and volunteer involvement materials. (NH)

ED 051 901 PS 004 855
O'Farrell, Brigid
A Study in Child Care (Case Study from Volume II-A): "Life is Good, Right? Right!" Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, *Community Involvement, *Curriculum Development, *Day Care Programs, *Day Care Services, Educational Methods, Ghettos, Negro Youth, Organization, Program Descriptions, Self Concept, Staff Improvement, Training
Housed in structures formerly used by a church, the 5th City Preschool is located in one of Chicago's poorest black ghettos. The 228 infant-to-kindergarten-age children (78% Black, 22% White) are all from families living in the 5th City area. The program emphasizes the development of the total child and concentrates on helping children to build a strong self-image. The curriculum encompasses reading, language, math, writing, drama, musical instruments, architecture, poetry, drama, sculpture, prose, songs, and pictorials. A stable daily sequence of events is followed. To create structured relationships within a class, children are given practical roles and jobs, wear uniforms, march in groups, sit, wait and stand together. Daily teacher meetings are held on curriculum planning and training. The program is an important segment of a comprehensive community reformation experiment and personnel will gradually be replaced by community members. Sponsored by the Church Federation of Greater Chicago, other centers operated on the same basis are located in 18 other cities including Bombay, India, Sidney, Australia, and Hong Kong. The directors of these schools are trained at the 5th City Preschool. Information is included on organization, staff training and resource use. (AJ)

ED 051 902 PS 004 856
Bergstein, Patricia
A Study in Child Care (Case Study from Volume II-A): "Hey, Georgie Get Yourself Together." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Day Care Programs, *Day Care Services, Emotional Development, Fees, *Financial Support, *Industry, *Instructional Staff, Organization, Program Descriptions, Self Concept, Social Development

Identifiers—*AVCO Day Care Center

AVCO, a private industry in the Boston area, has provided the financial and corporate support for the AVCO Day Care Center described in this booklet. The population served by the center is 88 percent black and 12 percent white. Admission does not depend upon income, employment at AVCO, or personal background but is on a first-come, first-served basis, provided parents can pay the moderate rates. The primary concern of the staff is the promotion of the social and emotional development of the children, who range in age from 1 to 5 years. Emphasis is placed on positive self-image, self-reliance, friendly interaction, and a flexible atmosphere. The codirectors spend about half time working directly with the children rather than confining themselves strictly to administration. Staff organization is democratic, friendly and informal. The center is not involved in social service work, parent education, or community organization. However, a state social worker visits the center bimonthly to consult with staff and parents on special child problems. The history, organization, people served, staff, and budget are described and an appendix gives additional illustrative materials. (NH)

ED 051 903 PS 004 857

Rowe, Mary

A Study in Child Care (Case Study from Volume II-A): "All Kinds of Love--in a Chinese Restaurant." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Control, *Community Organizations, *Day Care Programs, *Day Care Services, *Educational Programs, Ethnic Groups, Fees, Field Trips, Ghettos, Health Education, Language Skills, Organization, Parent Participation, Program Descriptions, Self Concept, Social Action, Team Teaching

Identifiers—*West 80th Street Day Care Center

The West 80th Street Day Care Center represents a community effort to meet the needs of the children and parents in the New York ghetto area it serves. The heart of the program and a major reason for its success is the fact that the center is community-controlled, with an unusually high degree of parent involvement. To help improve the lives of whole families, not just the children in the day care program, the center is very involved in social action programs, counseling and referrals, offers help to older children, and acts in special emergency situations. The educational program is based on the premise that a child's education cannot be isolated from the social system in which it takes place. The children are taught about the dangers of drugs on the streets, and in all educational activities (which include many field trips) the center tries to link what the children see in the classroom with what they experience daily in the community. A special emphasis is placed on development of language skills and a good self image. In this report, background information is given on the center, and also details of program organization, staffing, and budget. Physical facilities are very poor (the center is located in an old restaurant), but through community efforts money has been raised for a new building. (NH)

ED 051 904 PS 004 858

Ruopp, Richard R.

A Study in Child Care (Case Study from Volume II-A): "A Small U. N." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bus Transportation, Career Opportunities, *Cross Cultural Studies, *Day Care Programs, *Day Care Services, Disadvantaged Groups, Educational Television, Ethnic Groups, *Health Services, Organization, *Parent Participation, Program Descriptions, Reinforcement, Social Services

Identifiers—*Central City Head Start Day Care Center, Project Head Start, Sesame Street

The Central City Head Start Day Care Center in Salt Lake City serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-images. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations. (AJ)

ED 051 905 PS 004 859

Ruopp, Richard R. O'Farrell, Brigid

A Study in Child Care (Case Study from Volume II-A); "More than Just Baby-Sitting." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, *Day Care Programs, *Day Care Services, Emotional Development, Fees, *Handicapped Children, Language Development, Low Income Groups, Organization, Program Descriptions, Social Development, Speech Therapy, *Volunteers, Working Women

Identifiers—*Casper Day Care Center, Sesame Street

The Casper Day Care Center in Casper, Wyoming, consists of two day care centers, located in churches, serves 91 children including physically or mentally handicapped children (toddlers and school age) of working mothers in low-income families. The program is designed to facilitate the association of handicapped children with normal children (one disturbed child/five normal children). The professional staff is heavily dependent on 26 volunteers. Activities are generally the same for all children except for speech therapy and special attention at mealtime. The program integrates educational and social-emotional development, language development, "Sesame Street" viewing, sensorimotor and perceptual development, math and reading tutoring for school age children. Nutrition and health programs and social services are provided. Funding has developed into a major problem and the center is dependent on donated labor, facilities and services. Parent involvement is minimal. Information is provided on center organization, resource uses, admission policies, menus and program purpose. (AJ)

ED 051 906 PS 004 860

Cook, Patricia

A Study in Child Care (Case Study from Volume II-B): "Will You Marry Me?" Day Care Program Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bilingual Education, *Day Care Programs, *Day Care Services, *Developmental Programs, Disadvantaged Groups, English (Second Language), Fees, Grouping (Instructional Purposes), Language Skills, Organization, Parent Counseling, Program Descriptions, Puerto Ricans, Self Concept, *Spanish Speaking, Urban Areas

Identifiers—*Springfield Day Nursery System

The Springfield Day Nursery System in Springfield, Massachusetts is one of a system of four day care centers. It is in an urban area, and over one-half of the families served are Puerto Rican, many of whom have unemployment and language barrier problems. A bilingual program (English-Spanish) is one of the outstanding features of the day care center. The program strongly emphasizes the development of English language skills, in an atmosphere which accepts the child's difficulty with English and reinforces his attempts to learn. Each age-grouped classroom has both English- and Spanish-speaking teachers who work for the development of positive self-images in the children and for the acquiring of language skills through a flexible curriculum. Development Learning materials are used extensively for seriation and sensorimotor development. Counseling is available to parents at the center, with referrals to community social services if further help is needed. The history and organization of the system, staff, and expenditures are described. An appendix of additional illustrative materials is included. (NH)

ED 051 907 PS 004 861

Elbow, Linda

A Study in Child Care (Case Study from Volume II-B): "We Come with the Dust and We Go with the Wind." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bilingual Education, *Day Care Programs, *Day Care Services, Developmental Programs, Disadvantaged Groups, *Educational Programs, Mexican Americans, *Migrant Children, *Mobile Classrooms, Organization, Program Descriptions, Teacher Education

Identifiers—*Northwest Rural Opportunities

Approximately 468 children of migrant agricultural workers in the state of Washington are served in the nine Northwest Rural Opportunities (NRO) day care centers described here. A community organization program was also formed by the NRO system. Ninety percent of the families served are Chicano, and all are below the poverty level. These aspects of the day care program are particularly noteworthy: the trailer facilities (formerly used as mobile units, now permanently located); the educational program for children from 1 month through 5 years of age, which is based on the special needs of migrant children and uses a combination of approaches to adequately prepare the children for public school; and teacher training which insures that new curriculum is introduced efficiently and uniformly throughout the NRO system. Information is presented on the background of the system, basic program (including health, parent education, and community involvement), organization, staff, volunteer help, and budget. An appendix contains samples of the daily schedule, curriculum materials, infant behavior goals, and teacher training materials. (NH)

ED 051 908 PS 004 862

Rosenthal, Kristine

A Study in Child Care (Case Study from Volume II-B): "Someplace Secure." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, Counseling Services, *Day Care Programs, *Day Care Services, *Home Programs, *Low Income Groups, Organization, Parent Participation, Program Descriptions, Residential Care, Security, *Social Services

Identifiers—*Neighborhood Centers Day Care Association

The Neighborhood Centers Day Care Association (NCDCA) is a private, nonprofit corporation which for 18 years has provided day care services to low income and welfare families in the Houston area. More than 1,100 children are presently being served. There are eight centers and about 180 day homes which are used

to supplement the care available at the centers, either because no center exists in the neighborhood or because it is felt the home environment would be more suited to a particular child. Other outstanding aspects of the NCDCA program are its stability over many years of operation, the job security it provides for staff, and its capacity for delivering social services through counseling and referrals. Creativity and independence are important to the NCDCA education program, and a high value is placed by teachers and parents on manners and an ordered routine. Development programs in the day homes are somewhat limited because of lack of training of the day home operators, but warm and continuing care is provided. The organization, staff and budget of the NCDCA is described. An appendix gives additional illustrative materials. (NH)

ED 051 909 PS 004 863
Rosenthal, Kristine
A Study in Child Care (Case Study from Volume II-B): "...While [They Took] Care of Our Children, Theirs Weren't Being Cared For." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*After School Programs, Anglo Americans, Creative Expression, *Day Care Programs, *Day Care Services, Emotional Development, Hunger, *Language Development, Low Income Groups, Negroes, *Nutrition, Organization, Program Descriptions, Psychomotor Skills, Social Development
The Mecklenburg County Department of Social Services in Charlotte, North Carolina, operates nine child development day care centers and 5 day homes which provide care for 257 Black and Anglo children, 2- to 5-years-old, primarily from low-income homes. The centers are located in churches, schools, and facilities in low income housing projects. The system's basic emphasis is to teach "culturally isolated" children to function in an integrated world using a variety of ethnic materials. Emphasis is placed on language development, motor and coordination skills, creative expression, and social-emotional development. Unique to the centers' program is the style and scope of the nutrition program. Many children suffer from malnutrition, anemia, and psychological anxieties resulting from chronic hunger at home. Double amounts of food are served on Mondays when children are hungry from the weekend and on Fridays in anticipation of the weekend. Mealtime becomes a period for learning socialization. Another significant aspect of the program is the private home after-school care facilities that provide relaxed, yet stimulating, atmospheres for children after the regimented public school day. Although program data varies from center to center, general topics discussed in this report include parental involvement, transportation, health programs, staff training, center organization, and resource uses. (Author/AJ)

ED 051 910 PS 004 864
Rosenthal, Kristine
A Study in Child Care (Case Study from Volume II-B): "They Brag on a Child to Make Him Feel Good." Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Nov 70
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bus Transportation, Creative Expression, *Day Care Programs, *Day Care Services, Depressed Areas (Geographic), Health Programs, *Home Programs, Nutrition, Organization, Paraprofessional School Personnel, Parent Participation, Program Descriptions, Rural Areas, *Social Services, Staff Improvement, *Volunteers
Identifiers—*Kentucky Child Welfare Research Foundation
This document describes 19 Appalachian day care centers, operated by the Kentucky Child Welfare Research Foundation, serving 639 preschoolers for nine school months and 247 during the 9-week summer session. The centers,located in churches, abandoned school houses and store fronts are staffed largely by paraprofessionals from the community. Social services are extended beyond the child to the family. For instance, a homemaker service is offered the mothers during which the homemaker visits parents and offers to help in cooking, cleaning, or caring for a disabled parent. The homemaker often stimulates parents' interest in their children and helps families to help themselves. Parents are involved in all levels of the project's policymaking apparatus and active in all aspects of the program. The training of paraprofessionals helps them to develop a wide variety of job skills. Volunteers are used extensively in many capacities. The children's education program is not formal and written curriculum is avoided. Emphasis is placed on individual expression through the use of creative materials. Nutrition and health are emphasized and providing transportation for children over the mountain roads is a continuing concern. Information is given on the centers' organization and use of resources. (AJ)

ED 051 911 PS 004 865
Fitzsimmons, Stephen J. Rowe, Mary P.
A Study in Child Care. Volume I: Findings. Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Apr 71
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care Centers, *Day Care Programs, *Day Care Services, Expenditures, Family Characteristics, Financial Support, *Preschool Programs, *Program Descriptions
This is the first of four volumes of a study designed to seek and describe formal child care arrangements of good quality and to investigate the cost of reproducing these centers and home care arrangements. The twenty centers and systems described include centers all around the country: on Indian reservations, in the inner city, in hospitals, rural settings and migrant communities. Sponsors range from welfare departments to labor unions. This volume presents an overview of each of the twenty centers. Appendixes comprise 7/8 of the document. Appendix A is concerned with general program information, notable program elements, child and family characteristics, funding and expenditures. Appendix B contains summary center descriptions and cost data. (AJ)

ED 051 912 PS 004 866
Thompson, Lynn C.
A Study in Child Care. Volume III: Cost and Quality Issues for Operators. Day Care Programs Reprint Series.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date Apr 71
Note—165p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administration, Budgets, Case Studies, *Child Care Centers, *Day Care Programs, *Day Care Services, *Organization, Program Descriptions, Program Evaluation, *Program Planning, Services, Staff Utilization, Tables (Data)
One of a series of four volumes on child care, this overview furnishes information for operators or potential operators of child care centers, with special attention paid to organizational features that foster efficient operation. Chapter One discusses goals for the care of preschool children and describes and assesses the extent to which goals were met in 19 day care centers which were studied in depth. Tables provide basic data on these centers and include information on background; notable elements; child, staff and family characteristics; and estimations of funding and expenditures for 1970-1971. Chapter Two discusses factors involved in the effective operation of a center and presents detailed recommendations. Designs are presented for three prototype centers serving respectively 25, 50 and 75 children in average daily attendance. These designs detail center organization, staffing, operation, and finance. Chapter Three gives specific information about the provision of services beyond a core program for preschoolers. Both operations and finances are discussed. Reference is made to appropriate case studies. Appendixes give further information on working with staff, core programs, staff duties and daily schedules for the prototype centers. Regional adjustments are suggested for the model budget. (NH)

RC

ED 051 913 RC 004 816
Custer, Carolyn
A Native American Curriculum Unit for the Fourth Grade. NATAM IV.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Cultural Awareness, *Educational Objectives, *Grade 4, Learning Activities, *Rural Urban Differences, *Social Studies Units, Teacher Developed Materials
The social studies curriculum guide, intended for use with 4th-grade children, was developed as part of a University of Minnesota extension course requirement offered to public school teachers. Included in this unit on American Indians are lessons in anthropology, history, geography, sociology, government, and economics. The activities included are intended to relate to the lives of the students living in the suburban structure so that they will eventually recognize their responsibilities toward citizens beyond the suburban environment. (LS)

ED 051 914 RC 004 821
Bell, Carolyn L.
The Pre-School Child's Image of the American Indian. NATAM IX.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Attitudes, Cultural Factors, *Early Childhood Education, *Interviews, Parent Attitudes, Research, *Stereotypes, Teacher Attitudes
The document reports on a survey of books, nursery rhymes, coloring books, clothing, television programs, records, and toys which tend to stereotype American Indians in the minds of preschool children. Also included are interviews with parents of preschool children and with nursery school teachers, the results of which indicate that the preschool child is exposed to material that does create a negative image of the American Indian. A selected annotated bibliography for preschool children (aged 2-5) includes books which could be effective in counteracting the detrimental effects of the stereotypical activities presently being experienced by young children. (LS)

ED 051 915 RC 004 824
Raveling, Ronald R.
Population, Ecology, and the American Indian: A Native American Curriculum Unit for Middle and High School. NATAM XII.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, Contraception, Curriculum Enrichment, *Ecology, High School Curriculum, History, Middle Schools, *Overpopulation, Pollution, *Resource Units, *Secondary Grades, Social Studies, Teacher Developed Materials, Teacher Improvement, World Affairs
As one of the units on Native Americans developed by public school teachers enrolled in a University of Minnesota extension course on American Indian education, this middle- and high-school unit has as its overall objective to illustrate 2 concepts: (1) the need for careful population planning and (2) how the American Indian--a model of successful, pre-white-man adjustment--was forced to balance his numbers with his environment. The unit provides

information pertaining to the population emergency, a student-attitude survey related to population and pollution, material on how the American Indian civilization adjusted its life-style to forestall the situation facing modern man, and a 4-item bibliography. Grade level pertinence is left to the individual teacher's discretion. (MJB)

ED 051 916 RC 004 825
Kocur, Darlene
Chippewa Indians: A Native American Curriculum Unit for the Third Grade. NATAM XIII.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, Curriculum Enrichment, *Grade 3, History, *Resource Units, *Social Studies, *Teacher Developed Materials, Teacher Improvement
Identifiers—*Chippewa Indians
The document reports on an extension course taken in the spring of 1970 by public school teachers in the Columbia Heights Public School System via the University of Minnesota. The course, on American Indian education, included the usual on-campus requirements, as well as several lectures by guest Indians. Additionally, each teacher who enrolled in the course for credit authored a curriculum unit for the grade level or subject area in which he was actively teaching. As one of the units selected for distribution, the material presented in the body of the document is intended for grade 3, with the overall objective being to sensitize students to cultural values of the Chippewa residents of the Minnesota reservation as contrasted to middle-class urban white culture. The plan of study in this social studies unit "does not attempt to delve too deeply into the political and economic area" but presents ideas to help the child become more fully aware of a culture different from his own and to set a base for more involved study of the American Indian in grades 4-6. Included in the unit are objectives, basic concepts to be developed, lesson plans, lists of audiovisual aids, and a bibliography. (EL)

ED 051 917 RC 004 826
Vaughan, Janet E.
Some Suggestions for Librarians in High Schools with Native American Students. NATAM XIV.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, Curriculum Planning, High Schools, *Librarians, *Library Programs, Library Services, *School Libraries, *Student Needs
Intended as a unit for librarians to use in developing and maintaining a library program which will provide information and services regarding the American Indian, this paper discusses the role and program of the high school library in promoting Indian culture and contributions. The unit is designed for schools which have Indian students as well as schools needing to incorporate minority history and sensitivity into the total school curriculum. General objectives for a library program, specific objectives for library programs emphasizing the American Indian, suggestions for librarians working with Indian students, and suggested contributions of the librarian to total curriculum planning are presented. (JH)

ED 051 918 RC 004 827
Holtz, Dolores
Chippewa Indians: A Native American Curriculum Unit for the Fifth Grade. NATAM XV.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indian Culture, Curriculum Enrichment, *Grade 5, History, *Resource Units, Sensitivity Training, *Social Studies, *Teacher Developed Materials, Teacher Improvement
Identifiers—*Chippewa Indians
As one of the units on Native Americans developed by public school teachers enrolled in a University of Minnesota extension course on American Indian education, this grade-5 unit has as its overall objective the sensitization of the class to the cultural values of Minnesota Chippewa Indians. Included in the unit are objectives, new words, questions for an essay test, general activities, activities for acquiring empathy, an exercise entitled "Feelings Are Funny," background information for the teacher, a list of Indian contributions to American life, and a bibliography. (EL)

ED 051 919 RC 004 828
Breening, Nancy And Others
The Indian's Identification with the Earth: A Native American Curriculum Unit for the High School. NATAM XVI.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, *American Indian Culture, Curriculum Enrichment, Ecology, *High School Curriculum, Legends, *Literature, Music, *Naturalism, *Resource Materials, Teacher Developed Materials, Teacher Improvement
As one of the units on Native Americans developed by public school teachers enrolled in a University of Minnesota extension course on American Indian education, this unit for adolescent white children has as its central theme the Indians' relationship to nature as related through their songs, legends, and Indian-related written selections. Included in the unit are objectives; names and sources of Indian legends, songs, and poetry with relevant discussion topics and questions; a subunit on the novel "When Legends Die;" evaluation tips; and a bibliography. (MJB)

ED 051 920 RC 004 829
Spaunaus, Nancy
Contrasting Chippewa, Sioux, and Anglo Values: A Native American Curriculum Unit for the Sixth Grade. NATAM XVII.
Minnesota Univ., Minneapolis.
Pub Date May 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, *American Indian Culture, Curriculum Enrichment, *Grade 6, History, Lesson Plans, *Resource Units, *Social Studies, *Teacher Developed Materials, Teacher Improvement
Identifiers—*Chippewa Indians, Sioux Indians
As one of the units on Native Americans developed by public school teachers enrolled in a University of Minnesota extension course on American Indian education, this grade-6 unit has as its overall objective the sensitization of the class to the cultural values of the Chippewa and Sioux residents of Minnesota reservations as contrasted to middle-class urban white culture. Included in the unit are objectives, guidelines for evaluating books about American Indians, activities to correlate with the unit (e.g., writing to an Indian pen pal, making Indian handicrafts), lesson plans for 14 days, and a bibliography. (EL)

ED 051 921 RC 005 303
Report of Task Force on Rural Education.
Office of Education (DHEW), Washington, D.C.
Pub Date 69
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Civil Rights, Community Involvement, Early Childhood Education, *Educational Needs, *Equal Education, *Equalization Aid, Federal Aid, *Federal Programs, Guidance Counseling, Job Training, *Rural Education, School Redistricting, Staff Improvement, Summer Programs, Supplementary Educational Centers
The Rural Education Subcommittee of the Elementary and Secondary Education Task Force presents findings related to needs of rural education in the United States. Recommendations directed toward the U.S. Office of Education are cited in the following areas: early childhood education, elementary and secondary education, summer programs, occupational preparation, guidance and counseling, and adult and continuing education. Attention is given to rural problems as related to staffing, community involvement, and civil rights. Additional recommendations focus on the distribution of Federal resources, school reorganization, regional service agencies, and rural communities. A list of members of the task force is appended. (AL)

ED 051 922 RC 005 325
Barlow, Earl J. Billedeaux, Dwight A.
Indian Education; Johnson-O'Malley Activities: Annual Report, 1969-1970.
Montana State Dept. of Public Instruction, Helena.
Pub Date Oct 70
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, *American Indians, *Annual Reports, Attendance, Dropouts, Educational Finance, Enrollment, *Federal Aid, *Higher Education, Public Education, Reservations (Indian), Scholarships, Services, State Colleges, *State Departments of Education, Transportation, Vocational Counseling
Identifiers—*Montana
Information is given on Johnson-O'Malley funds provided for education of Montana's Indians during 1969-70. After a summary of such Johnson-O'Malley activities as provision of foster homes, special transportation, and home-school liaison, excerpts from Johnson-O'Malley project reports are presented (by reservation). The number of Montana Indian high school graduates and names of Indian students attending institutions of higher education through the aid of Federal funds are given. Programs involving development of school programs relating to drug abuse education, the Teacher Corps and teacher aide training, Follow Through, bilingual education, and career opportunities are also discussed. Tables provide Johnson-O'Malley administrative expenditures, Indian enrollment and attendance figures, and breakdowns of funds (by reservation). In conclusion, the report lists funds allocated through Public Law 874 and the Elementary and Secondary Education Act, as well as Johnson-O'Malley kindergarten, summer workshop, and higher education funds. Related documents are ED 041 651 and ED 041 653. (EL)

ED 051 923 RC 005 326
Fay, George E., Comp.
Charters, Constitutions and By-Laws of the Indian Tribes of North America. Part IIa: The Northern Plains. Occasional Publications in Anthropology, Ethnology Series, No. 3.
University of Northern Colorado, Greeley.
Pub Date Sep 67
Note—147p.
Available from—Museum of Anthropology, University of Northern Colorado, Greeley, Colorado 80631 ($2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Policy, *American Indians, *Governmental Structure, *Laws, *Legal Responsibility
Part IIa of a series of publications consisting of American Indian tribal governmental documents, this volume contains charters, constitutions, and by-laws of Indian tribes in the Northern Plains (Montana and North Dakota). Documents are presented relative to the Assiniboine and Sioux Tribes of the Fort Peck Reservation, the Blackfeet Tribe of the Blackfeet Reservation, the Chippewa Cree Tribe of the Rocky Boy's Reservation, the Northern Cheyenne Tribe of the Tongue River Reservation, the Confederated Salish and Kootenai Tribes of the Flathead Reservation, the Fort Belknap Indian Community, and the Crow Tribe--all in Montana--and the Turtle Mountain Band of Chippewa Indians, the Devils Lake Sioux Tribe, and the Three Affiliated Tribes of the Fort Berthold Reservation (Arikara, Gros Ventre, and Mandan)--all in North Dakota. Maps showing locations of Indian reservations in Montana and North Dakota are included. (JH)

ED 051 924 RC 005 329
Kramer, Loren W.
Settlement Institutions in Southern Appalachia.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
Pub Date 69
Note—119p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Changing Attitudes, Communications, *Community Development, Cultural Enrichment, Economic Development, Education, Health, Innovation, *Institutions, *Private Agencies, Program Development,

Recreation, Residential Care, *Rural Development, Self Help Programs, *Services
Identifiers—*Appalachia
The survey catalogs 45 Southern Appalachia settlement institutions representing 257 counties in parts of Alabama, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. "A Settlement Institution of the Southern Appalachians is a private, non-profit, rural organization in the Southern Appalachians designed to promote and provide programs, services, and development with the immediate community or nearby surrounding areas in which it is located." In the document, individual reports (by state) of each institution provide information such as character and philosophy of the institution, governing structures, staff resources, facilities, and history. Additionally, a profile of each institution describes types of programs, dates of origin, affiliations, and project area trends. Individual reports of 6 agencies and a list of institutional reference materials are included. It is concluded that settlement institutions contribute to the future of Appalachia by utilizing local ties and the freedom of being private. By bringing innovation and change in their areas of influence, these institutions help to provide for the needs of Appalachia's culture. (MJB)

ED 051 925 RC 005 330
Marland, Sidney P., Jr.
[Statement on Indian Education.]
Office of Education (DHEW), Washington, D.C.
Pub Date 28 Apr 71
Note—17p.; Statement presented to the Subcommittee on Education, Committee on Labor and Public Welfare, United States Senate, April 28, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *American Indians, Career Opportunities, Community Involvement, Cultural Differences, *Education, Educational Development, Educational Disadvantagement, *Federal Programs, Language, Legislation, *Policy Formation, *Public Schools, Teacher Responsibility
In a discussion of the problems of American Indian education in the United States, the U.S. Commissioner of Education points out that inadequacies of the present public educational system have resulted in a deplorable situation for the First Americans. Of concern is the need for development of a multilingual, cross-cultural approach to teaching in a curriculum which is sensitive to cultural diversity. Efforts of the Office of Education (OE) to aid the educationally disadvantaged through compensatory programs and Title I of the Elementary and Secondary Education Act are examined, and a strategy is proposed concerning the most effective use of OE resources in pursuit of quality education and involvement of Indians in their educational programs. To intensify the assistance to the Indians in their educational endeavors, the following are discussed: (1) the Higher Education Opportunity Act, (2) the Emergency School Assistance and Quality Integrated Education Act, (3) the National Institute of Education, and (4) the Education Revenue Sharing bill. In conclusion, the commissioner suggests a new commitment to a new Indian education policy which would provide Indians with a more equal educational opportunity. (EL)

ED 051 926 RC 005 331
Grosser, Paul E.
An Analysis of How Change Has Taken Place in Changed Institutions and Its Implications for Mexican-Americans.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Pub Date 20 Mar 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acculturation, *Community Action, Disadvantaged Groups, *Educational Needs, Improvement, Innovation, Institutional Role, *Mexican Americans, *Political Socialization, Racial Discrimination, Self Help Programs, *Social Change
Examining change in terms of rate, type, source, and scope, this study explores these dimensions as they relate to the struggle of Mexican Americans in realizing the benefits and detriments of an open society. A morphology of educational change, implications for the Mexican American, and research notes are developed. It is concluded that education is the most important area of action for the Mexican American. The main issues in relation to the school are curriculum content, distribution of educational services, and control through school-community interest and participation. Demands to be made of the public school are (1) establishment of an open enrollment policy with transportation to make it a reality; (2) insisting that all teachers in predominantly or de facto segregated Mexican American schools be bilingual in Spanish-English; (3) establishment of an adequate bilingual counseling service; (4) elimination of tracking; (5) improved libraries, facilities, and curriculum; (6) recruitment and promotion of Mexican American personnel on merit basis; (7) adequate programs of English as a second language; (8) meaningful adult educational, vocational, and recreational programs; (9) adequate placement services for graduates; and (10) development of Mexican American studies. Eight demands to be made to higher education are also listed. It is through such demands and implementations that the Mexican American may change his position in society or change the society itself. (MJB)

ED 051 927 RC 005 333
Saavedra, Louis E.
Vocational-Technical Education and the Mexican-American.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Pub Date 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Aptitude, Academic Failure, Age Differences, *Area Vocational Schools, Educational Change, *Ethnic Studies, *Mexican Americans, Parent Attitudes, Socioeconomic Influences, *Student Attitudes, Success Factors, *Vocational Education
Identifiers—Albuquerque Technical Vocational Institute
The increased rise of technology is rapidly building the image of vocational education as a legitimate endeavor of public education. The poor esteem in which vocational education has been held results from the combined attitudes of students, parents, and educators, and is especially evident among minority groups because of its second-class status. Data drawn from a vocational technical institution in New Mexico indicate that the number of high school youth choosing vocational education does not differ significantly with regard to ethnic characteristics. However, more Spanish-surnamed young adults are enrolled in post high school programs, such as the Albuquerque Technical-Vocational Institute, than are students with other surnames. Additionally, once enrolled in vocational technical programs, Spanish-surnamed students tend to be more successful than students having other surnames. (DA)

ED 051 928 RC 005 334
Maturan, Eulalio G.
1970-1971 Annual Report: Extension Service Program, Silliman University.
Silliman Univ., Dumaguete City, Phillipines.
Pub Date Mar 71
Note—20p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Agricultural Education, Agricultural Production, Agricultural Research Projects, Financial Support, *Foreign Countries, Forestry, Livestock, *Rural Extension, *Self Help Programs, *University Extension
Identifiers—*Philippines
The 1970-1971 annual report of the Extension Service Program of Silliman University, Dumaguete City, Philippines, treats the following projects: Mabinay Agricultural Extension, Mabinay Negrito Action-Research, Reforestation, and Livestock Dispersal. Also discussed are the Rural Publications Center and other extension services--a radio program, seed dispersal service, a credit union and farmer cooperatives, and student work camps. Plans for the future of the foregoing activities are given, as are recommendations for the Silliman University Extension Service Program after expiration of the present 5-year plan. [Not available in hard copy due to marginal legibility of original document.] (MJB)

ED 051 929 RC 005 336
[Indian Education in Idaho. Annual Report 1969-1970.]
Idaho State Dept. of Education, Boise.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 70
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, Administration, *American Indians, *Annual Reports, Attendance, *Education, Educational Accountability, Educational Disadvantagement, Enrollment, Expenditures, *Federal Aid, Lunch Programs, Public Education, *State Departments of Education, State Federal Support, Transportation, Vocational Counseling
Identifiers—*Johnson O Malley Act
The 1969-1970 report to the Bureau of Indian Affairs contains information relative to the contract of the State of Idaho with the United States Government for Johnson-O'Malley (JOM) funds to educate the American Indians in Idaho. The financial and statistical figures are from information presented by the 14 school districts and from files of the Idaho State Department of Education. The document includes a report of activities of Indian students from each of the school districts that have received JOM assistance funds. Black-and-white photographs of graduating Indian students and of other school activities are included. Statistics regarding the JOM financial report for all 14 school districts are included in the areas of enrollment and attendance, students transported, and school lunches. A summary of county and district tax levies is appended. (EL)

ED 051 930 RC 005 337
Morrison, Denton E., Ed.
Farmers' Organizations and Movements: Research Needs and a Bibliography of the United States and Canada.
Michigan State Univ., East Lansing. Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.; Farm Foundation, Chicago, Ill.
Report No—NCRRP-200
Pub Date May 69
Note—117p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Agricultural Research Projects, *Bibliographies, Cooperatives, Farm Management, Historical Reviews, *Organizations (Groups), *Research Needs, *Rural Economics, Sociology
One of the purposes of the North Central Rural Sociology Sub-committee on Farm Organizations is to serve as a mechanism through which statewide studies of farm organizations in Wisconsin and Michigan would be partially coordinated. To communicate both the knowledge needs and the accumulated literature on farmers' organizations and movements to other researchers is the purpose of this bulletin. Part I of the bulletin comprises 3 essays that outline the sub-committee members' views on needed research. The first 2 essays, "Some Needs in Farm Organization Research" and "Needed Research on Farmers' Movements," deal primarily with research that would contribute to the development of basic sociological knowledge and theory on organizations and movements. The third essay, "Applied Sociological Research on Farm Organizations and Farmers' Movements," focuses specifically on research of practical utility to those concerned with building viable farm organizations. Part II of the bulletin is "A Bibliography of U.S. and Canadian General Farm Organizations and Farmers' Movements," consisting of 998 items published between 1846 and 1969. The bibliography is alphabetized in a single list by author, but a "Title Index" and an "Index of Place, Person, Specific Organization, and Specific Movement Names in Titles" are also provided. (JH)

ED 051 931 RC 005 338
Johnson, Charles E., Jr.
Ethnic Origin and Educational Attainment: November 1969. Population Characteristics, Current Population Reports.
Bureau of the Census (DOC), Suitland, Md.
Report No—Ser-P-20-220
Pub Date 8 Apr 71
Note—10p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.15)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Age Differences, Anglo Americans, *Demography, *Ethnic Origins, Italian Americans, *Mexican Americans, Research, Tables (Data)
Identifiers—German Americans, Irish Americans, Polish Americans, Russian Americans

A study of educational attainment of adults (25 years old and over) in the United States (by ethnic origin) shows a wide range among the ethnic groups. The following is a breakdown of the main national lineage of the 106.3 million respondents: German, 12.8 million; English, 12.0 million; Irish, 8.6 million; Italian, 4.7 million; Polish, 2.8 million; Mexican, 1.9 million; and Russian 1.6 million. In general, most groups were similar to the national average in terms of number of years of schooling. Among all adults in the United States in November 1969, some 55% had completed at least 4 years of high school. However, the proportion of high school graduates among persons of Russian origin was about 69%. The proportion of high school graduates among persons of Mexican origin was considerably lower--about 24% had completed 4 years of high school or more. Among all adults, 21% had completed 1 or more years of college; among those of Russian origin, about 35% had this much education; and among persons of Mexican origin, 6% had completed some years of college. Additionally, about 11% of all adults in the United States had completed 4 or more years of college, as compared with 23% of those of Russian origin and 2% of those of Mexican origin. (LS)

ED 051 932 RC 005 340
Lee, Morley
"The Cemetery." Taft Campus Occasional Paper No. I.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date Dec 69
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art, *Educational Resources, Elementary School Students, *Field Instruction, Geography, Geology, *Interdisciplinary Approach, Language Arts, Mathematics, *Outdoor Education, Sciences, *Social Studies

A study of a cemetery can reveal much about the lives of people of the past and can be used as a supplement to classroom experiences. Possible objectives of a field trip to a cemetery might be: (1) to develop an appreciation and awareness of the cemetery as a supplement to the present curricula of art, language arts, history, mathematics, and others; (2) to develop a respect and appreciation for this particular resource that will result in proper care of, and behavior at, the cemetery; (3) to develop an understanding of men of past generations, their relationship to their environment, and their effects upon our present environment; (4) to motivate students to do further study on their own, apart from that done in school; and (5) to have students become aware of their own feelings while in this type of environment. In this study guide, samples of concepts, topics, and questions have been organized into subject matter categories: (JH)

ED 051 933 RC 005 341
Donaldson, George W.
School Camping? What's It All About? Taft Campus Occasional Papers, No. II.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date 67
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bus Transportation, *Camping, Curriculum Enrichment, *Day Camp Programs, Educational Disadvantagement, *Educational Finance, Educational Philosophy, *Educational Planning, Insurance Programs, *Outdoor Education, Recreational Facilities

School camping began in the United States in the 1940's and underwent expansion on a grand scale during the 1950's; in 1967, it reached more than one-half million students in over 1000 school districts. The philosophy of early school camps was almost totally activity-centered, with little emphasis on formal curricular subject matter, such as science and math, except where needed to solve problems at hand; however, modern philosophy of school camps emphasizes those activities not normally undertaken in the classroom as well as school subject organization wherein different subject matter areas are dealt with specifically. Since many school districts do not own their own camp sites, a potential method of acquisition of facilities is rental from some other organization or governmental agency. The major justification schools have for offering school camp programs is that these programs offer the potential for experiences unavailable in the classroom. (DA)

ED 051 934 RC 005 342
Recent Publications (1966-1970) of Faculty, Department of Outdoor Teacher Education, Northern Illinois University. Taft Campus Occasional Papers No. III.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *College Faculty, *Environmental Education, *Outdoor Education, *Publications

Recent publications (1966-1970) of Northern Illinois University's faculty in Outdoor Teacher Education are cited in this bibliography. The lists contain nearly all of the published writing of the younger faculty members. In the case of older faculty members, however, a large portion of their writing may have been published before 1966 and is not included. Many of the more than 150 titles listed are available at the Taft Campus Instructional Materials Center. Availability of lifetime publications lists of older faculty members is given. (JH)

ED 051 935 RC 005 343
Donaldson, Lou Donaldson, George
Teaching in the Field.
Pub Date [71]
Note—32p.
Available from—The Donaldsons, Box 203, Oregon, Ill. 61061 ($0.50; mail orders $0.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Enrichment, *Field Trips, *Instructional Trips, Methodology, *Outdoor Education, Planning, *Teaching Guides, Teaching Procedures

Beginning with a field-trip justification, this guide illuminates the problems and procedural considerations of taking school classes outside of school grounds. Major divisions of treatment are Motivating Field Work, Preparing Yourself (the teacher), Determining Purposes, Preparing for the Mechanics of the Trip, Getting Permission, Planning for Transportation, Determining the Length of the Trip, Routing the Trip, Making Rules, Insuring Health and Safety, Deciding on Needed Equipment, Providing Water, Securing Food, Conducting the Trip, Teaching in the Field, Following Up the Field Learnings, and Evaluating the Learning Experiences. Included are 3 appendixes: Exploring a Forest (an account of a field trip with 7-year-olds), Check List for Field Trip Planning, and Sample Permission Slip. (MJB)

ED 051 936 88 RC 005 344
Ferree, Robert F. And Others
Who Am I?
Bacone Coll., Okla.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Pub Date 13 Mar 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *American Indians, Caucasians, *College Curriculum, Creative Writing, Cultural Factors, *Educational Disadvantagement, *Higher Education, Language, Mathematics, *Negroes, Prediction, Reading Skills, Religion, Sciences, Transfer Students

The report encompasses a joint student-faculty 2-year project (funded under Title III of the Elementary and Secondary Education Act) conducted in an effort to decrease problems of the educationally handicapped students coming to Bacone College. In better preparing the student with low ACT scores for college level work, specialized or modified courses were offered in freshman English and mathematics as well as in core courses. In furthering the college program to relate to the unique student body that consisted of Negro, Caucasian, and American Indian students, a "philosophical core theme" concept of class organization was implemented. Units within the core concept included Discovering Who I Am, I Participate in Society, Understanding Myself, Math-Science for Me, My Right to Read, Personality Through Speech, I Compete with Myself, Developing My Language Tools, and Writing for My Now and My Future. Descriptions of these units, projections for continued development of Bacone's program, and comments by former Bacone Students are presented in the Document, as well as results of a follow-up study of 51 Bacone students who transferred to Northeastern State College. As a result of the follow-up, conducted to determine whether grades earned at Bacone could be used to indicate a student's ability to do college work elsewhere, it is believed that students from Bacone can do college work in other institutions. (EL)

ED 051 937 RC 005 345
Review of Educational Activities, Bureau of Indian Affairs, Part I.
Department of the Interior, Washington, D.C.
Pub Date Jan 68
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Boarding Schools, Bus Transportation, Cost Effectiveness, *Educational Accountability, *Educational Finance, *Evaluation, Expenditures, *Financial Policy, Food Service, Operating Expenses, Reports, Surveys, Tables (Data)

The document reports an audit review made of educational activities within the Bureau of Indian Affairs (BIA) area offices in Anadarko and Muskogee, Oklahoma; Gallup, New Mexico; Juneau, Alaska; and Phonenix, Arizona. The field work, completed in 1967, was designed to (1) compile financial information to correlate with measures of output, (2) identify and determine reasons for differences in unit costs between geographical areas and accounting periods, (3) assess reliability of the BIA's financial records, and (4) appraise the effectiveness of the BIA's financial information in meeting management needs. Available information used included the fiscal years 1960 through 1965. The review principally focused upon effectiveness of the financial information system, feeding costs, guidance and dormitory operation costs, school bus and biannual transportation costs, plant operations and maintenance costs, and laundry expenses incurred by BIA schools. Also reviewed were assistance to Indian pupils in non-Federal schools; school management, instruction, and program direction; and summer programs and adult education programs. Recommendations for improvement in financial management by the BIA are included in the report, as well as 22 trend charts and schedules with narrative designed to focus on principal results of the review. (EL)

ED 051 938 RC 005 346
Study of Voluntary School Dropouts in the Lakeland Union High School District.
Lakeland Union High School, Minocqua, Wis.; Wisconsin State Dept. of Public Welfare, Madison.
Pub Date Mar 65
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *American Indians, *Cultural Factors, Culture Conflict, *Disadvantaged Youth, *Dropouts, Employment, Parent Attitudes, *Rural Youth, Social Adjustment, Socioeconomic Status, Testing
Identifiers—Wisconsin

Conducted in 1965 by the Wisconsin Department of Public Welfare, this study sought to (1) bring about a better understanding of the school dropout, (2) determine major dropout causes, and (3) identify difficulties and achievements of dropouts in the Lakeland Union High School, Wisconsin. Utilizing a control group of 100 students selected on the basis of sex, parent occupation, geographical location of home, and race (Indian or Anglo)--all of which corresponded with the dropout group--it was established through interview that poverty and the accompanying cultural traits contributed most heavily to a student's dropping out. The poverty

group" was characterized by (1) hostility toward the community and its power structure, (2) dependency upon welfare, and (3) "today" being the only real entity in time. The non-poverty group showed the attitudes of rejection as well as paternalism toward the poverty group. Lack of leadership ability and lack of participation in extracurricular activities, negative or non-caring attitudes by parents, lack of academic achievement, and lack of periodicals in the home all correlated positively to dropouts. This study also pointed out that Indian dropouts may be running from cultural conflict in the society, in instructional assumptions, and in value judgments of the school. An appendix showing the age at withdrawal (by month) and age-sex distribution of the populations in 10 district towns is included, along with survey instruments and a bibliography. (MJB)

ED 051 939 RC 005 348

1970 Farm Labor and Rural Manpower Report.

Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.

Pub Date 70

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Laborers, Agricultural Production, *Annual Reports, Employment Statistics, *Manpower Utilization, *Migrant Worker Projects, Public Relations, *Rural Areas, Rural Economics, Technological Advancement

Identifiers—*Michigan

In an effort to provide better manpower services to workers and employers in rural areas, the Farm Labor and Rural Manpower Service established new manpower service centers in 4 Michigan counties during 1970. The field staff provided referral services to over 1,000 migrant families and provided part-time personnel services during periods of peak loads in many counties in order to expedite supportive services. Over 20,000 emergency food stamp and surplus food certificates were issued to migrant families by the Department of Social Welfare. Although production of fruit crops and employment of seasonal agricultural workers declined during 1970, Farm Labor and Rural Manpower Service personnel made 65,418 referrals which resulted in 51,236 placements. The average earnings of hourly-rated workers increased, while the average earnings of piece-rated workers decreased. Participating in the final year of the Texas Migrant Experimental and Demonstration Project, the emphasis for 1970 was aimed at supplying job counseling, job training, and employment services needed to assist participating migrant families in facilitating their transition from seasonal farm employment to other careers which provide permanent employment and higher incomes. Twelve project families desired to quit the migrant stream in 1970 and settle in Michigan. A related document is ED 048 968. (JH)

ED 051 940 RC 005 349

Price, John

U. S. and Canadian Indian Periodicals.

Minnesota Univ., Minneapolis.

Pub Date Jun 71

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Books, *Communications, Cultural Enrichment, Current Events, Directories, Education, Literature, Newsletters, *Newspapers, *Periodicals, *Publications

The document lists and discusses Indian-published and Indian-oriented newspapers, periodicals, and other assorted publications generally designed to establish a communication system reflecting the interest of the majority of American Indians. Also provided are resumes of several publications that are thought to have gained wide acceptance through Indian readership. The list of 113 periodicals, by Indian groups in Canada and United States, includes publishers' addresses. (EL)

ED 051 941 RC 005 357

Konyha, Marvin E.

Rural Poor Who Could Benefit from Job Retraining in the East North Central States.

Economic Research Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No—AER-204

Pub Date Apr 71

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20250

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economic Disadvantagement, *Job Training, *Occupational Mobility, *Rural Family, *Vocational Retraining

Identifiers—*East North Central States

Low-income status was the lot of 26% of open-country residents over 15 years of age in the East North Central States, a 1967 sample survey showed. Many residents were unprepared to compete in today's labor market. Of those with low income, 37% had no economic potential because of age (over 65) or disability and needed some form of income maintenance to alleviate poverty. Of those considered to have economic potential, 20% could expect to escape poverty through job retraining. If 2 or more members of a consumer unit (an individual or a family) were retrained, as many as 25% of the consumer units might escape poverty. Fewer than one-half of those potentially able to escape poverty were interested in retraining, which challenges retraining program administrators to develop innovative training delivery systems. Very few respondents had potential for becoming successful farmers. (Author/LS)

ED 051 942 RC 005 358

A Profile of the Rural Poor in the Northeastern Coastal Plain of South Carolina.

Economic Research Service (DOA), Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Department of Agriculture, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No—AER-202

Pub Date Apr 71

Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, Age Differences, *Economic Disadvantagement, *Heads of Households, *Human Resources, Physically Handicapped, *Profile Evaluation, *Rural Population, Sex Differences

Identifiers—*South Carolina

The report presents a profile of poverty groups, based on characteristics of household heads, which could be useful in formulating and evaluating assistance programs for the poor. Rural households in the Coastal Plain of northeastern South Carolina were grouped into 5 mutually exclusive categories determined by the age, disability, and sex of the household head: (1) households with heads 65 years and older, (2) households with disabled heads less than 65 years old, (3) households with able-bodied male heads aged 45-64 years, (4) households with able-bodied male heads less than 45 years old, and (5) households with able-bodied female heads less than 65 years old. Resulting categories of the poor were examined to evaluate their needs and to determine their potential for income improvement through self-help programs of public assistance. One-half of the poor households, containing two-thirds of all income-deprived youth in the study area, were headed by able-bodied, working males. Assistance programs designed to lessen the impact of poverty among rural youth must be oriented to this target group. Most heads, particularly the younger ones, were willing to train, change jobs, and move from the area, if necessary, to get better pay. The remaining productive years of this group warrant public investment to improve skills and other income-producing resources. (Author/LS)

ED 051 943 RC 005 359

Patella, Victoria Morrow

A Study of the Validity of Language Usage as an Indicator of Ethnic Identification.

Pub Date May 71

Note—147p.; Master's thesis submitted to Texas A&M University, College Station, Texas

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aspiration, *Ethnic Studies, Family Background, Family Life, Identification (Psychological), *Language Usage, Masters Theses, *Mexican Americans, Mobility, Research Needs, Residential Patterns, Rural Urban Differences, Sex Differences, *Sociocultural Patterns, *Spanish

In determining whether Spanish usage is a valid indicator of ethnic identification, 669 Texas high school sophomores (3 Negroes, 70 Anglos, and 596 Mexican Americans) were interviewed. Mexican American respondents were then isolated on the basis of response to 4 questions, and their responses regarding family were grouped under 2 headings: (1) Characteristics of Family of Orientation and (2) Aspirations for Future Family of Procreation. Data were analyzed using the analysis of variance F-test, with controlled variables being sex, place of residence (city, town, country-nonfarm, and farm), and residence on/not on the Mexican Border. Language usage as an indicator of ethnic identification was concluded to be invalid by this study, but "the theoretical significance of this fact must be explored." On the basis of this, the author discounted language usage as a criterion to judge an individual's success index, feeling and thinking index, and job performance index. It was noted that, in educating the Mexican American, forced acculturation should be discouraged while encouraging bilingual education. (A related document is ED 023 512.) (MJB)

ED 051 944 RC 005 361

Montana Statewide Outdoor Recreation Plan: Action Program.

Montana State Fish and Game Commission, Helena.

Pub Date [69]

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Handicapped, *Land Use, *Natural Resources, *Physical Environment, *Recreation, Site Development, *Statewide Planning, Tables (Data), Water Resources

Identifiers—*Montana

The current revision of Montana's Statewide Outdoor Recreation Plan allows for utilizing the state's outdoor recreational resources to the best advantage of present and future generations. In developing the action program, consideration has been given to preservation, protection, and enhancement of the natural environment. The plan has also been developed to consider the recreational needs of all people, including the physically handicapped, mentally retarded, and low-income groups. Special attention is directed to fulfillment of recreational needs within, and adjacent to, urban centers. The action program has been developed in terms of both the active recreational needs and the recreational environment of residents and visitors. As envisaged in the plan, high-quality outdoor recreational opportunities will be available throughout the year. (JH)

ED 051 945 RC 005 362

Tribal Directory.

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 71

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, *American Indians, *Directories, *Organizations (Groups), *Reservations (Indian), Rural Areas, *Services, Tribes

Identifiers—*Arizona

Included in this 11th annual tribal directory is information on the American Indian reservations in Arizona, along with their populations and tribal leaders. Names of Arizona Commission of Indian Affairs advisory committee members and Bureau of Indian Affairs area officers are also included, as are names and addresses of personnel in other state and Federal agencies which work with Indian people. The table of contents provides an index for locating services in such areas as employment, education, law and order, welfare, recreation, and health. (LS)

ED 051 946 RC 005 363

1970 Inter-Agency Employment Meeting (Navajo).

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 15 Apr 70

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, *Economic Factors, *Education, *Employment Problems, Health, Housing, *Services, State Federal Aid
Identifiers—*Navajos
The document provides names of participants, a meeting agenda, and a record of proceedings of the Inter-Agency Employment Meeting held in Window Rock, Arizona, on April 15, 1970. Representatives of various agencies concerned with the problem of Navajo Indian employment (e.g., the Arizona State Employment Commission, Bureau of Indian Affairs, and Navajo Tribe) discussed such problems as employment, health, education, housing, and industry on the Navajo Reservation. (EL)

ED 051 947 RC 005 364
"1970" Inter-Agency Health Meeting (Navajo).
Arizona Commission of Indian Affairs, Phoenix.
Pub Date 22 Jan 70
Note—27p.; Report on 1970 Inter-agency Health Meeting (Navajo), Phoenix, Arizona, January 22, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Child Care, Communicable Diseases, Disease Control, *Health, Housing, *Interagency Planning, *Medical Services, Programs, School Health Services, *Services
Identifiers—*Navajos
An inter-agency health meeting regarding health services for Navajo Indians is reported on in this document. The meeting, sponsored by the Arizona Commission of Indian Affairs, involved agencies such as the U.S. Public Health Service, Bureau of Indian Affairs, and the Navajo Tribe. Included in the proceedings are reports and remarks by participants on topics such as tuberculosis control, environmental health, housing, health services to schools, maternal and child health, the eye-glasses program, migrant health problems, and reportable disease requirements. The document concludes with recommendations for training programs and other services. Appended is a summary of Navajo Indian health programs with plans for future action. (EL)

ED 051 948 RC 005 365
Phillips, G. Howard Pugh, Albert
Selected Health Practices Among Ohio's Rural Residents.
Ohio Agricultural Research and Development Center, Wooster.
Report No—Res-Bull-1038
Pub Date Jul 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dental Health, Health Education, *Health Needs, *Immunization Programs, Older Adults, *Physical Examinations, Preventive Medicine, Rural Farm Residents, *Rural Population
Using a stratified random sample of 12 of Ohio's 88 counties, this 1967 study had as its objectives (1) to measure the level of participation in selected health practices by Ohio's rural residents, (2) to compare the level of participation in selected health practices of farm and rural nonfarm residents, and (3) to examine levels of participation in selected health practices by age, sex, educational attainment, and family size. Dental checkups had the highest level of participation of 5 preventive health measures studied. A total of 30.2% of the respondents had received an x-ray or TB test in the previous 2 years, 1 out of 4 rural people had received tetanus shots in the previous 3 years, 12.6% of the respondents were immunized against measles, and 38% of rural residents had had a complete physical checkup during the previous 2 years. Rural nonfarm families had a higher participation level than farm families in all of the health practices studied with the exception of dental checkups. It was concluded that use of preventive health measures could be increased by improving the accessibility of medical personnel and health facilities in rural areas and by increasing the intensity of educational programs to cause rural people to place a higher priority on preventive health practices. (JH)

ED 051 949 RC 005 369
Woods, Richard G. Harkins, Arthur M.
An Examination of the 1968-1969 Urban Indian Hearings Held by the National Council on Indian Opportunity. Part I: Education.
Minnesota Univ., Minneapolis.
Pub Date Jun 71
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Dropout Rate, *Educational Problems, Educational Resources, *Guidance Counseling, Language, *Participation, Teacher Qualifications, *Urban Areas
A large amount of discussion during the hearings of the National Council on Indian Opportunity during its 1968-69 visits to 5 major cities was concerned with education. This report organizes the urban Indian concerns and characteristics about education evidenced during the hearings. Much is included in the way of direct quotations from Indian witnesses. Discussed in the document are areas of concern in Indian education, such as the high dropout rate, counseling and guidance, inadequacy of resources, teachers of Indian children, Indian involvement in education, and the language problem. Action recommendations for Indian education presented during the hearings are reproduced in full in the appendix to this report. (JH)

ED 051 950 RC 005 370
Woods, Richard G. Harkins, Arthur M.
An Examination of the 1968-1969 Urban Indian Hearings Held by the National Council on Indian Opportunity. Part II: Interracial Aspects.
Minnesota Univ., Minneapolis.
Pub Date Jul 71
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Culture Conflict, Employment Problems, *Intergroup Relations, Interpersonal Relationship, Legal Problems, Poverty Programs, *Racial Attitudes, Social Services, *Urban Areas
With a view toward stimulating remedial Federal Government and local community action, the National Council on Indian Opportunity held hearings on problems of urban American Indians during 1968 and 1969 in 5 major cities. This report organizes the interracial aspects of urban Indian concerns evidenced during the hearings. Much is included in the way of direct quotations from Indian witnesses. Indian-White relationships, Indian-Black relationships, legal and social services, employment difficulties, and poverty programs are among the areas of concern discussed in the document. (JH)

ED 051 951 32 RC 005 375
Achilles, Charles M. Kelley, Paul
Research for Better Schools; A Federal Projects Workshop for Educational Programs in Tennessee and Appalachia.
Tennessee Univ., Knoxville. Coll. of Education.
Spons Agency—Tennessee Univ., Knoxville. State Agency for Title I.
Pub Date 71
Note—55p.; Report on second Federal Projects Workshop Conference held at the University of Tennessee, Knoxville, April 5-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, *Educational Improvement, *Evaluation, *Federal Programs, Research, *Rural Schools
Identifiers—*Appalachia
A conference on research for better schools was held to focus on the expressed needs of educators in Tennessee. The following discussion papers were provided to summarize available research data: Trends in Federal Programs for the 70's (RC 005 390); Review and Synthesis of Research on Vocational Education in Rural Areas (ED 034 632); Student Activism--An Overview (ED 045 250); The Volunteer--An Educational Resource (ED 048 981); Relationship of Power and Authority in Rural Areas (ED 048 980); A Planner's Reference Guide Relating to Socioeconomic Factors Within Appalachia as Applied to Public Education (ED 045 279); Rural and Small School Consolidation--Some Problems and Procedures (ED 048 979); Analysis of Attitudes Relative to Education in the Appalachian Region (ED 048 982); An Overview of Federal Programs and Their Impacts on Appalachia (ED 048 978); and Educational Innovations in Rural America (ED 045 241). Consultants were provided for group discussions and individual conferences. Summeries of the conference sessions are provided, as are participants' evaluations of the conference and discussion papers. (LS)

ED 051 952 52 RC 005 378
Towne, Douglas C.
Rural Area Application of Vocational Education Innovations Resulting from Research and Development Programs. Final Report, Institute V.
North Carolina State Univ., Raleigh.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0472
Pub Date Dec 70
Grant—OEG-0-9-430472-4133(725)
Note—64p.; Report on Institute V of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, North Carolina State University, May 3-8, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, Information Systems, Information Utilization, *Institutes (Training Programs), Models, *Research Utilization, *Rural Areas, Simulation, *Vocational Education
In May of 1970, a 1-week workshop brought together vocational educators, information science experts, and specialists in planned educational change for the purpose of developing models of information systems designed to utilize research and development information in bringing about innovations designed to facilitate vocational-technical education in rural areas. The activity was 1 of 7 coordinated inservice institutes conducted during 1970 for vocational education and related personnel from rural areas throughout the United States. Major problems with which the institute dealt related to transfer and utilization of information to bring about changes in instructional programs. Through use of various approaches, the steps in the educational change process were illustrated and simulated during the workshop experience. Three small groups worked together to apply the concepts and approaches presented and developed by the consultants, interpreters, and participants. The work of these groups resulted in 3 planned strategies designed to bring about educational change in different problem areas facing occupational education in rural areas. (JH)

ED 051 953 52 RC 005 379
Norton, Robert E. And Others
Coordination of Supportive Services for Vocational Education Students in Rural Areas. Final Report, Institute I.
Arkansas Univ., Fayetteville.; North Carolina State Univ., Raleigh.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0472
Pub Date Dec 70
Grant—OEG-0-9-430472-4133(725)
Note—220p.; Report on Institute I of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, University of Arkansas, Fayetteville, January 26-30, 1970
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Ancillary Services, Community Resources, Educational Resources, Federal Aid, *Institutes (Training Programs), *Program Coordination, Program Improvement, *Rural Areas, Rural Development, *Vocational Education
The coordination institute was planned to focus on 3 major purposes; (1) participants were to learn additional skills needed for planning and conducting effective and efficient supportive service programs; (2) task force groups were to review and synthesize the ideas presented so as to recommend the most promising new or existing strategies for coordinating supportive service programs; and (3) participants were to develop a tentative plan of action for improving coordination of supportive services in their own agencies and/or communities. To accomplish the purposes and objectives established, various activities were used to enrich the understandings and experiences of the participants. Activities included formal lectures, informal presentations, 2 symposia, discussion groups, a demonstration meeting, and individual and small group assignments. Institute participants were made aware of the importance of providing supportive services to students, especially disadvantaged and handicapped students, and were provided with techniques for initiating or improving such programs. In addition, the institute resulted in 5

task-group reports on recommended strategies for improving the coordination of supportive services and the development of realistic plans of action. (JH)

ED 051 954 RC 005 381
Fitzwilliams, Jeanette
Open-Country Poverty in a Relatively Affluent Area - The East North Central States.
Economic Research Service (DOA), Washington, D.C. Farm Production Economics Research Div.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No—AER-208
Pub Date Jun 71
Note—62p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Economic Disadvantagement, Education, Employment, *Family (Sociological Unit), Farmers, Food, Housing, *Human Resources, *Income, Production Techniques, *Rural Areas, Sex Differences
Identifiers—*East North Central States
Poverty among open-country households in the East North Central States (11%) was slightly above the incidence found among U.S. whites in general. Incidence of poverty was greatest among the aged, disabled, and small farmers of all ages who made farming their major source of earnings. Of the respondent households in this 1967 survey, 87% had earnings. Most respondents were nonfarmers. Although 42% received some income from a farm, only 12% got the major portion of their earnings from this source. Some 72% of poor households with heads under age 45, and 57% of those with heads aged 45-64, reported no income other than earnings, interest, or dividends. Even more received no welfare payments. In this area, where two-fifths of all houses were built before 1901, substandard housing was prevalent among the poor. In addition to the narrative portion of the text, a list of 23 references, an appendix of tables showing relative income deprivation criteria, a cross index of tables in this report with those in "Rural Poverty in Three Southern Regions," and 16 other pertinent tables are included. (Author/MJB)

ED 051 955 88 RC 005 382
Region One Bilingual Education Project. 1970-1971 Final Evaluation Report.
Education Service Center Region 1, Edinburg, Tex.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Pub Date 31 Jul 71
Grant—OEG-0-9-530133-4206(280)
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, *Early Childhood Education, English Education, Kindergarten, *Mexican Americans, *Primary Grades, *Program Evaluation, Reading Programs, Research Projects, Socialization, Statistical Analysis
Identifiers—Texas
The report evaluates the Texas Education Service Center bilingual program provided in Region 1 during 1970-71. The 3-year program, for Mexican American students having little or no knowledge of the English language, was designed to enroll students at the kindergarten level and carry them through grade 2. Program components included a kindergarten course designed to teach Spanish-speaking students to read Spanish, a 2-year sequence of oral English instruction (kindergarten and grade 1) coupled with a 2-year experimental English reading program (grades 1 and 2), and a 2-year program in English and Spanish designed to teach 1st and 2nd graders about their families, culture, and school. The program, serving 1,210 students from 5 public and 2 parochial schools, had as its specific objectives (1) to field-test and revise the first-year Spanish reading program, (2) to field-test and revise the English as a second language program, (3) to develop and pilot-test a first-year transitional English reading program, and (4) to develop and pilot-test a first-year social education program. In the report, each major objective is examined in terms of its specific objectives, the students, evaluation measures, and results of student testing. Conclusions and recommendations are provided for each objective. Included are 26 tables and 2 figures. (MJB)

ED 051 956 RC 005 383
Spanish Surnamed American College Graduates 1971-72. Parts I and II.
Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.
Pub Date 71
Note—899p.
Available from—The Cabinet Committee on Opportunity for the Spanish Speaking, Suite 712, 1800 G St., N.W., Washington, D.C. 20506 (free while supply lasts)
EDRS Price MF-$0.65 HC-$29.61
Descriptors—*College Graduates, *Directories, *Higher Education, *Spanish Americans, *Surveys
In this recruiting directory, information is provided on junior and senior Spanish-surnamed students from more than 800 United States colleges and universities. The table of contents shows schools alphabetically by state; each graduating student is then listed alphabetically by state, with information given on his school, discipline (major), and date of graduation (month and year); tables show total numbers of Spanish-surnamed students graduating within each discipline (arranged according to state), their school, and their date of graduation; and the final table provides a total of all Spanish-surnamed persons graduating within each discipline in 1971-72. (MJB)

ED 051 957 RC 005 387
Smith, Waldron P.
The Attitudes and Beliefs of Teachers Concerning the Education of American Indian Children in the Southwest. American Indian Education Papers, No. 1.
Arizona Univ., Tuscon. Dept. of Anthropology.
Pub Date Mar 70
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Educational Problems, *Interviews, Parent Participation, *Student Characteristics, *Teacher Attitudes, Teacher Characteristics, Teaching Methods
Interviews with 15 groups of teachers in Arizona and New Mexico, representing 10 schools serving predominantly Indian children on or near the periphery of Indian reservations, are summarized in this report. Major areas discussed are teacher attitudes toward methods of teaching Indian students and toward Indian control of schools, as well as teacher beliefs concerning characteristics of (1) Indian students, (2) Indian parents, and (3) teachers of Indian children. Major problems identified by teachers are the lack of competence in English among Indian students and the lack of parental interest in the schools. It is concluded that the education of American Indian children in the Southwest is rigid and inflexible, that classrooms are almost totally lacking in local materials, and that schools seem unwilling to make any concessions to enlist the enthusiasm or interest of the Indian community in the education of their children. (JH)

ED 051 958 RC 005 389
Chilcott, John H.
The Navajo Bordertown Dormitory in Flagstaff, Arizona. American Indian Education Papers, No. 4.
Arizona Univ., Tuscon. Dept. of Anthropology.; Museum of Northern Arizona, Flagstaff.
Pub Date Dec 70
Note—141p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Acculturation, *American Indians, Cultural Factors, *Dormitories, Elementary School Students, Objectives, *Program Evaluation, Research, Secondary School Students, *Second Language Learning, Sex Differences, Teacher Attitudes
Identifiers—*Navajos
Purposes of this study of the Bordertown Dormitory Program were (1) to provide a description of the social situation as it existed in 1963 and 1968 as perceived by the teachers, students, dormitory aides, and parents; (2) to ascertain the patterns, if any, arising within individual variations, resulting in group perceptions rather than individual perceptions; and (3) to develop a set of criteria for assessing the dormitory program. Data collection was accomplished using personal interviews, classroom and playground observations, sociograms, standardized tests, and informal conversation. In addition, 71 student case studies from the 1963 sample and 42 student case studies from the 1968 sample were used to supplement information obtained from 15 members of the dormitory staff, 2 school board members, 10 administrators, 54 teachers, 21 Anglo students, and the parents or relatives of 26 Navajo children. It was concluded that, in spite of an inadequate goal orientation, the Flagstaff Dormitory Program enjoyed much success, as evidenced by the student, parent, and teacher reactions to it. (LS)

ED 051 959 32 RC 005 390
Achilles, Charles M.
Trends in Federal Programs for the 70's.
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Spons Agency—Tennessee Univ., Knoxville. State Agency for Title I.
Pub Date Apr 70
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, *Demonstration Programs, Educational Accountability, *Educational Development, Educational Finance, *Federal Programs, *Rural Urban Differences, *Teacher Education
The early 70's will see educational programs in transition as the Nixon administration attempts to redesign Health, Education, and Welfare. The program thrust is beginning to become apparent in 1970. Local educators need to take into strict account the fact that education can no longer do the job alone. Educators must use other social agencies and must refine a partnership with the private sector to provide youngsters with realistic educational opportunities. This will be difficult in regions of the South where strong political influence has always pervaded education. As education must broaden its base and develop sources of support in other sectors of the community, it will erode the power base of the school superintendent and his traditional hold over decisions in education. Educators must develop innovative approaches to utilization of the total resource allocation available to them; the classroom must expand into the community. School experiences must relate to real things, and the spirit of discovery must be tied to an analysis of society's needs. Education programs for the 70's will be designed to provide better-trained teachers, new program thrusts, and innovative structures so that education may continue to develop. (LS)

RE

ED 051 960 RE 003 543
Dunn-Rankin, Peter
Analyzing the Development of Reading Skill Using an Error-Word Preference Inventory.
Pub Date Feb 71
Note—33p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adults, Behavior Rating Scales, Comparative Analysis, *Error Patterns, Factor Analysis, Item Analysis, *Perceptual Development, Preschool Children, *Reading Development, Reading Difficulty, Reading Skills, Reading Tests, *Word Recognition
Subjects ranging from preschoolers to professors were asked to choose between pairs of stimulus pseudowords, the one most like a given target word. Unidimensional scale analysis, item analysis, and factor analysis of the data resulted in the following findings: (1) Adults showed a dominant preference to "addition" errors as opposed to errors of changes in letter order. (2) Preschoolers showed a definite lack of preference; those who did show some consistent choice behavior preferred the letter order distortions. (3) The fourth graders had almost reached the preference position of the adults. (4) Half of the second graders were approaching the adult pattern of preference. (5) Poor readers in

third and fourth grades were less consistent than better readers in preference choices; they also tended to take a more letter dominated view of similarity. (6) College seniors preferred the second error-word significantly more often than did the elementary children. And (7) Variability of preference between subjects within a group decreased as age increased. On the whole, this study indicated a continuous development in reading styles from a "separate letter conscious" view of words to an emphasis on a "connected letter order" view of words as the reader matured. Tables, figures, appendixes, and references are included. (AW)

ED 051 961 RE 003 556

Miller, Harry B.

Reading and the Urban Child.

Pub Date Mar 71

Note—11p.; Paper presented at the Lehigh University Reading Conference, Bethlehem, Pa., Mar. 27, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, Language Development, *Language Handicapped, Minority Group Children, Reading Development, *Reading Difficulty, *Reading Programs, Teacher Education, Urban Areas, *Urban Education

Educators recognize that the disadvantaged child of urban centers presents unique problems to the schools and that, for the most part, few effective programs have been provided for him. However, there are several things that can be done to benefit the urban child. (1) The teacher must want to teach the urban child and be willing to discard preconceived notions held about him. (2) Effective programs must begin early in order to intervene with the language growth of these children. (3) Appropriate realistic materials must be provided if the child is to relate to what he reads. Also important is the selection of appropriate standardized tests, coupled with the appropriate use of test results. (4) The teacher must understand the strengths and weaknesses of students, recognizing that their language is often more different than deficient. (5) The teacher must be concerned that the demands he puts on his students are realistic. (6) Preparation of teachers who will teach the urban child must give more emphasis to psychology, sociology, and practical experience. Hopefully, if these suggestions are adopted, there will be a reduction in the number of urban children in the schools who are educationally disadvantaged. References are included. (VJ)

ED 051 962 RE 003 580

Humphrey, Jack W.

Remedial Programs in the Schools--Can They be Justified?

Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrator Role, *Principals, *Program Administration, *Program Development, Program Planning, *Reading Instruction, *Remedial Reading Programs, Remedial Teachers

A remedial reading program can be justified if it is well managed. Such a program is characterized by effective planning, organization, staffing, direction, control, innovation, representation, and communication. The key to a well-managed remedial reading program is a responsible principal. The principal should organize a committee to handle planning of the program; such planning should result in clearly stated program objectives. An organization should be carefully created to carry out the objectives, including selection of the right teacher. The teacher is then given direction as determined by the objectives, the principal, and the committee. In order to control the program, the teacher should have informal, standardized, and criterion-referenced test results to determine the effectiveness of the program. As innovative materials, methods, and equipment become available, the program should use them whenever possible. Effective representation and communication with parents and other school personnel should exist to gain total support for the program. A bibliography is included. (VJ)

ED 051 963 RE 003 603

Tremonti, Joseph B.

The Training of Reading Teachers for the Disadvantaged.

Pub Date 21 Apr 71

Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication Problems, Diagnostic Teaching, *Disadvantaged Youth, Educational Programs, *Education Courses, Elementary School Teachers, Inservice Teacher Education, Language Handicaps, Reading Difficulty, *Reading Instruction, *Remedial Instruction, Secondary School Teachers, *Teacher Education

Identifiers—EPDA, *Experienced Teacher Fellowship Program

An EPDA Experienced Teachers Fellowship Program designed for elementary and secondary reading teachers was conducted at Loyola University and had as its chief aim the training of teachers to improve the reading instruction of disadvantaged youths with learning problems caused by their communication backgrounds and inability to read. The program sought to provide the participant with (1) a substantial background in communications skills, (2) an understanding of the psychoeducational dynamics of the reading process, (3) an understanding of the communication problems of the disadvantaged, (4) a background of professional readings and experiences, and (5) the guidance and supervision necessary to enable participants to evaluate their professional growth. To accomplish these objectives, a sequential program provided background information, analysis of videotaped diagnostic procedures, and experiences in parish schools with diagnostic testing and individual remedial instruction. The program staff, which was interdepartmental and crossdiscipline, worked closely with the participants both on campus and in the schools. Participants were introduced to and used a variety of material and techniques. Evaluation of the program was jointly provided by faculty, participants, and school supervisors, and their consensus was that the program was an enlightening and enriching experience. (VJ)

ED 051 964 RE 003 606

Early, Margaret

Components of a Language Arts Program in the Primary Grades.

Pub Date Apr 71

Note—18p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary School Curriculum, *Language Arts, *Nongraded System, *Primary Grades, *Program Improvement, Reading Instruction, Teaching Methods

Children enter primary grades at the height of their language learning momentum, and this momentum should be preserved throughout the primary grades. In the last decade there has been a move toward the knocking down of physical walls within the school (nongrading, team teaching, and individualized instruction), but first the psychological walls within the curriculum should be knocked down. This curriculum change may be accomplished by (1) extending elements of the informal kindergarten to the years beyond so that a proper balance is struck between learning on one's own and learning in groups; (2) integrating language arts programs to include writing, reading, content reading, and oral skills; (3) teaching grammar incidentally in connection with the others; (4) using a basal program selectively and applying new technology; and (5) using books written by the children. Encouraging children to select what is to be published or discarded will help to develop criteria of excellence and improve their insight and taste as well as writing. Thus the major components of a language arts program are the children, the teacher, and books. (AW)

ED 051 965 RE 003 615

McMenemy, Richard A.

The Remedial [Reading] Teacher: Special Training and Professional Responsibilities.

Pub Date 21 Apr 71

Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Basic Reading, Certification, *Developmental Reading, *Professional Training, *Reading Consultants, Reading Instruction, Remedial Reading, *Specialists, *Teacher Education, Teaching Methods

Special training and professional responsibilities for reading specialists should be priority concerns of those interested in reading. There are three basic shortcomings in professional preparation today: (1) leaders and experts are inadequate; (2) course work for certification is not the crucial key to good reading teachers; and (3) too much blind devotion is placed in each approach to reading, and each of these methods has its shortcomings. The decoding approaches neglect important aspects of beginning reading instruction, such as readiness and listening experiences; the eclectic approach fails because teachers themselves are not eclectic; the language-experience approach demands creative, imaginative teachers, which 90 percent of the teachers are not; finally, the esoteric methods often fail because they are used with insufficient diagnosis and without strict adherence to the manual. To overcome these failures in reading instruction, more attention must be given to readiness of individual students. Reading instruction could also benefit by looking at "nonprofessional" reading methods that have proven successful. In addition, both reading methods instructors and reading teachers should understand and practice the basic rules for success in reading. Finally, reading teachers must teach aggressively, think positively, and work at the task of teaching. (VJ)

ED 051 966 RE 003 616

Otto, Wayne Askov, Eunice

The Wisconsin Design for Reading Skill Development.

Pub Date Apr 71

Note—21p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, Criterion Referenced Tests, Elementary Grades, Evaluation Methods, *Instructional Design, Models, *Reading Instruction, Reading Research, *Reading Skills, Reading Tests, *Research and Development Centers, Task Analysis, Teaching Methods, Test Validity

The Wisconsin Design for Reading Skill Development is a vehicle for implementing a skills-centered approach to reading instruction. The components of the design are (1) management guidelines; (2) an essential skills list for six areas (word attack, comprehension, study skills, self-directed reading, interpretive reading, and creative reading) and behavioral objectives for each area; (3) instructional guidelines including a teacher's resource file; and (4) assessment measures which permit teachers to focus upon behaviors related to specific skills. Manuals are provided to assist with the implementation of the design. The design is supported by three kinds of empirical evidence: (1) reliability and validity investigations of the skills-related criterion-referenced tests (the individual tests were serving a purpose not met by the more formal group tests); (2) evidence that implementation of the design has a salutory effect on reading achievement (the comprehension and study skills phases of the design are yet to be implemented); and (3) data showing that teachers can realistically set and successfully pursue specific skill-attainment goals. Tables and references are included. (AW)

ED 051 967 RE 003 621

Keele, Reba Harrison, Grant V.

A Comparison of the Effectiveness of Structured Tutoring Techniques as Used by Parents and Paid Student Tutors in Teaching Basic Reading Skills.

Pub Date Apr 71

Note—20p.; Paper presented at the meeting of the California Educational Research Association, San Diego, Cal., Apr. 29-30, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, Comparative Analysis, Criterion Referenced Tests, *Cross Age Teaching, Grade 1, High School Students,

Kindergarten, *Parent Participation, *Reading Research, Teaching Guides, *Tutoring, *Word Recognition

A tutoring guide prescribing procedures for teaching naming and sounding of letters and decoding of nonsense words was developed. A sample group of kindergarten and first graders was randomly assigned to experimental and control groups. The tutoring guide was distributed to chosen tutors (parents and high-school students). The tutors met with the children about four times a week, 15 minutes in each session, until the child achieved mastery of naming, sounding, and decoding. The tutors received no formal training and the tutoring was supervised. Six weeks later all children were tested individually on specified criteria, and results were analyzed on each of the three skills. It was found that the difference of mean scores between tutored groups and nontutored groups was not significant for naming, but significant at the .01 level for sounding and decoding; the difference of mean scores between the kindergarten and first grade groups was not significant for naming and decoding, but significant at the .01 level for sounding. The study also indicated no significant difference between the mean gain of subjects tutored by parents and those tutored by high-school students. Tables and references are included. (AW)

ED 051 968 RE 003 625

Swalm, James E. Gillooly, William B.

The Effect of Two Instructional Methods on Transfer from a Transitional Writing System to Traditional Orthography.

Pub Date 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Alphabets, Graphemes, Initial Teaching Alphabet, Learning Characteristics, *Methods Research, *Orthographic Symbols, Performance Tests, Reading Research, *Teaching Methods, Transfer of Training, *Undergraduate Study, *Word Recognition

This study investigated (1) whether symbol-symbol correspondences are learned better when imbedded in whole words or when presented individually and (2) the effect of these two instructional methods on transfer from an experimental transitional writing system (TWS) to traditional orthography (TO). Thirty-five undergraduates were randomly assigned to two treatment groups (18 to individual symbol method of presentation and 17 to the embedded symbol whole word method). For the first group, 17 TWS graphemes were paired with corresponding TO graphemes in the Roman alphabet for learning; for the second group, the symbols were arranged to spell nine words. In a transfer test the subjects were required to transliterate seven novel words into their TO equivalents. The number of trials to reach criterion (one errorless trial) for both methods was analyzed by means of ANOVA, and the Mann-Whitney U Test was used to analyze the data from the transfer task. Results showed that instruction by the whole word method resulted in faster learning, but this mastery was not as conducive to transfer as learning the symbols individually. When learning and transliteration were considered together, the individual letter method of instruction was significantly faster than the whole word method. It was concluded that though slower in initial learning, the individual letter method was superior and faster for transfer performance and overall time. Tables and references are included. (AW)

ED 051 969 RE 003 631

Smith, Nila Banton, Ed.

Reading Methods and Teacher Improvement.

Pub Date 71

Note—195p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 ($3.75 to members, $4.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—Basic Reading, *Conference Reports, Effective Teaching, Paraprofessional School Personnel, Questioning Techniques, *Reading Instruction, Reading Research, *Reading Skills, Teacher Education, *Teacher Improvement, *Teaching Methods, Teaching Techniques, Word Recognition

This collection of 20 papers, initially presented at the International Reading Association convention in Anaheim in May 1970, is aimed both at those preparing to teach and those actively teaching. Part 1, Basic Reading Skills: Methods and Content, has three articles on word recognition skills, each aimed at different grade levels, followed by articles on comprehension, content subjects, and reading and listening. Part 2, Procedures and Approaches, has one group of articles concerned with classroom procedures (relevancy, questioning, and modalities for learning) and another group of articles dealing with specific approaches to reading (film usage, the programed approach, and the conventional approach). Part 3, Teacher Improvement in Reading, opens with four articles concerned with the improvement of classroom teachers--one on the role of the teacher, one analyzing teacher effectiveness, one dealing with the changing of teacher behavior, and one concerned with factors contributing to teacher success. Next is a group of four articles offering innovative ideas concerning preservice preparation of teachers. Also included is an article on the use of paraprofessionals as reading aides. Tables and references for some presentations are included. (VJ)

ED 051 970 RE 003 633

Douglass, Malcolm P., Ed.

Claremont Reading Conference. Thirty-Fourth Yearbook.

Pub Date 70

Note—163p.

Available from—The Claremont Reading Conference, Claremont Graduate School, Claremont, Cal. 91711

Document Not Available from EDRS.

Descriptors—Authors, Beginning Reading, Childrens Books, Culturally Disadvantaged, *Minority Groups, Motivation, Reading Instruction, Reading Interests, Reading Materials, *Reading Processes, Reading Skills, *Relevance (Education), *School Environment, *Student Attitudes

This collection of 19 articles included in the 34th Yearbook of the Claremont Reading Conference focuses on the theme "Reading and School Life," with specific emphasis on how the quality of school experiences affects the reader and the development of the reading process. The permanent conference theme is "Reading is the Process of Making Discriminative Responses." One group of articles focuses on problems of relevancy of the real world to books, teachers, and teaching techniques. The reading experiences and difficulties of children from minority groups and ghetto areas are dealt with in five other articles. Four selections deal primarily with analyses of why people read and how positive attitudes toward reading are invoked. Also included is a series of articles on several psycholinguistic, scientific, and experimental factors related to reading. The presentation of the Recognition of Merit award to E. B. White and his response are included, as are brief biographical notations for each contributing author. (VJ)

ED 051 971 RE 003 635

Kroenke, Richard G.

Individualizing Reading Instruction at the Junior High Level.

Pub Date 21 Apr 71

Note—14p.; Paper presented at the meetings of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Group Activities, Grouping (Instructional Purposes), Individual Instruction, *Individualized Instruction, *Individualized Programs, *Individualized Reading, *Junior High School Students, Reading Instruction, *Reading Programs

Because of great differences in reading ability among junior-high students, various forms of individualized reading instruction can be used successfully to the benefit of the students. Within a given class there are several ways the teacher can direct the reading activities to meet the individual needs of students. For example, total group reading allows for presentation of specific ideas or skills which students can share after reading and for full enjoyment and sharing of some types of literature, such as drama and poetry. Smaller groups can be used for developing sequential skills, with several students who are at approximately the same level helping each other. Small groups are also useful for students interested in the same topic or striving toward the same goal, whether the content be academic or nonacademic. Individual procedures are best for developing some skills, such as personal reading for pleasure, relaxation, or specific information. There are also various instructional skills packages designed to be used individually. Each of these approaches has its place in the classroom and can be used in all content areas. The key to successful use of the approaches, however, is careful teacher planning, administrating, and evaluating. References are included. (VJ)

ED 051 972 RE 003 636

Werneken, Jane .

Utilizing Television in Reading Improvement Courses.

Pub Date 21 Apr 71

Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Reading Programs, Experimental Programs, Multimedia Instruction, *Reading Improvement, *Reading Instruction, Reading Skills, Remedial Reading Programs, *Televised Instruction, *Television Research

Because televisions are found in many homes today, they can be used as a channel for bringing reading improvement courses to a large number of people. Various experimental television reading programs are summarized which have proven successful in motivating people to improve their reading skills. Through Glendale Community College in Arizona, a weekly 28-minute reading improvement course was offered over commercial television. Enrolled students came on campus for administration of the Iowa Silent Reading Test prior to the first session of the course. Test results, along with reading materials kits with practice exercises, were mailed to each student. Each weekly lesson consisted of three parts: class instruction, including a review of the preceding lesson; guests; and the use of filmstrips with the Tach X. It was found that careful planning of each lesson was needed to make the best use of the limited time schedule. Many typical classroom materials were used successfully on the programs, such as films and the overhead projector. At the end of the course, the Iowa Silent Reading Test was again administered on campus. Comparison of the pretest and post-test results indicated that students became involved in their work and improved their reading techniques. References are included. (VJ)

ED 051 973 RE 003 641

Approaches to Reading: Grade 7-8.

Mount Diablo Unified School District, Concord, Calif.

Pub Date Jul 70

Note—114p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, Evaluation Techniques, Grade 7, Grade 8, Group Reading, High Interest Low Vocabulary Books, *Humanities Instruction, Individualized Reading, Oral Reading, Reading Diagnosis, *Reading Instruction, *Reading Materials, *Reading Programs, Remedial Reading, Sequential Reading Programs

The purpose of this guide is to provide seventh- and eighth-grade teachers with a variety of approaches to teaching reading. Chapter 1 provides the groundwork for a sequential skills reading program, dealing with materials, diagnosis of students' reading abilities, grouping, and procedures. The three chapters which follow recommend different, but complementary, approaches to teaching reading. The oral approach section includes articles for background information, a bibliography of selections for reading to students, and bibliographies of taped stories from state-adopted texts. The chapter on developing individualized reading programs includes suggestions for motivating student interest in stories; a bibliography of high interest, easy reading books; and recommendations for grouping. Suggestions for the humanities approach to enhance reading include enumeration of various themes treated in state-

adopted texts, including specific behavioral objectives and lesson plans for examining these themes. The final chapter of the guide is concerned with techniques for evaluating the reading program. Also included is a bibliography of professional works on reading and teaching methods. (VJ)

ED 051 974 RE 003 660
DeRenzis, Joseph J.
Individually Prescribed Instruction: Background Information and Research.
Pub Date Apr 71
Note—19p.; Paper presented at the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Diagnostic Teaching, Elementary School Curriculum, Individualized Curriculum, *Individualized Instruction, Reading Achievement, Reading Comprehension, *Reading Programs, *Reading Research, Sequential Reading Programs, Student Attitudes, Vocabulary Development
Identifiers—*Individually Prescribed Instruction
The effects of individually prescribed instruction (IPI) in reading as compared to the traditional mode of instruction are examined. The IPI model includes four components: analysis of subject matter content, diagnosis of student preinstructional behavior, sequencing of materials to facilitate learning, and evaluation strategies. Elementary students in two experimental schools (E1, E2) and two control schools (C1, C2) were administered the vocabulary and the reading comprehension tests of the Iowa Test of Basic Skills at the end of the treatment period. Comparison between the mean grade equivalent scores of E1 and C1 showed that IPI pupils scored equal to or higher than non-IPI pupils in half the cases. Comparison between E2 and C2 showed that while neither group earned the minimum test norm, all IPI pupils had scores equal to or higher than non-IPI pupils. In addition, pupil attitudes toward school and self were more positive in IPI pupils than in their counterparts. It was concluded that IPI does work in the area of decoding and of reading/study skills, and it has produced effective results with a variety of populations. Tables and references are included. (VJ)

ED 051 975 RE 003 662
Froese, Victor
Cloze Readability versus the Dale-Chall Formula.
Pub Date Apr 71
Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cloze Procedure, Comparative Analysis, Content Reading, Correlation, Grade 6, *Readability, *Reading Level, Reading Materials, *Science Materials, *Textbook Evaluation, Validity
The validity of the Dale-Chall Readability ratings for sixth-grade science textbooks when compared to an independent criterion of language difficulty expressed in cloze units was examined. The Canadian Lorge-Thorndike IQ Test and the Canadian Test of Basic Skills, Vocabulary and Comprehension subtests, were administered to 366 sixth graders. Mean IQ score was 102, while mean scores for vocabulary and comprehension were 6.19 and 6.15, respectively. Passages from 12 science textbooks were subjected to the cloze technique and administered to the subjects. Findings revealed that (1) the 12 cloze passages yielded a reliability coefficient of .79; (2) cloze scores correlated from .55 to .85 with the intelligence measure; (3) cloze scores correlated from .64 to .86 with vocabulary, and from .52 to .85 with comprehension; (4) the cross-validation coefficient of .90 obtained by Dale and Chall and the cross-validation coefficient of -.29 obtained in this study are significantly different beyond the .01 level of confidence. Major conclusions were (1) that the cloze tests are reliable measures of language difficulty and (2) that the Dale-Chall Readability Formula is not a valid measure of sixth-grade science textbook materials when the cloze procedure is used as a criterion. References are included. (VJ)

ED 051 976 RE 003 663
Kozacik, George J.
Training Teachers to Evaluate Reading.
Pub Date Apr 71
Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making Skills, Elementary Grades, *Evaluation Techniques, *Inservice Teacher Education, Models, Reading Instruction, *Teacher Behavior, *Teacher Education, Teacher Role
The effectiveness of instruction in the use of the Program Improvement Project (PIP) model for helping teachers become informed classroom decision makers was examined. Subjects were 60 teacher volunteers from inner-city elementary schools in Indianapolis, Indiana. The teachers were exposed to the main concepts of the PIP model in six seminar sessions, and the pretest/treatment/post-test design was used to evaluate the effects of the treatment. A variety of tests were used to measure the effects, each test being self-constructed and content validated. Data gathered were analyzed statistically using the chi-square technique; informal evidence also influenced the conclusions. Results showed that (1) teachers showed significant gains in making informed decisions on a paper and pencil exercise, (2) there was evidence of informed decision-making in the actual classroom situation, and (3) although the cognitive knowledge of the teachers did not increase significantly, there were indications of some cognitive gain from chi-square frequencies movement upwards in the quarter categories of the 2 by 2 array of data. It was concluded that the PIP model was useful as a program improvement guide to help teachers become informed decision-makers in the classroom. References are included. (VJ)

ED 051 977 RE 003 664
Duncan, Patricia H.
Perceptual Training--Does it Result in Reading Improvement?
Pub Date Apr 71
Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Perception, *Literature Reviews, Motor Development, Perception Tests, *Perceptual Development, Perceptual Motor Learning, Reading Development, Reading Improvement, Reading Programs, *Reading Research, Standardized Tests, *Visual Perception
An evaluation of research in the area of perceptual training suggests procedures for teachers to follow until more definitive information is obtained. First, educators should build their programs on broadly-based but accurate classifications of perceptual skills. They should also be aware of the theoretical assumptions which influence perceptual development and the basic neurophysiological components which underlie perception and learning. Second, a careful examination of the instruments used in perceptual training investigations would be a useful guide to selection of classroom tests. In addition, standardized testing should be supplemented with systematic informal observation, and clues to effective instruction should be searched for in well-controlled research. Third, teachers should support good programs of motor development which foster the general well-being of students even though direct correlation to reading is inconclusive. Finally, teachers must continue to consult research for answers about perception while also evaluating activities that seem to sharpen in children the response capacities necessary for reading. References are included. (VJ)

ED 051 978 RE 003 667
Brightbill, Mary
The Long-Term Effects of Remedial Reading Instruction.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Pub Date Jun 71
Note—82p.; Master's thesis
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Elementary School Students, *Followup Studies, Program Evaluation, *Reading Comprehension, Reading Instruction, *Reading Research, *Remedial Reading, *Remedial Reading Clinics, Remedial Reading Programs, Secondary School Students, Student Attitudes, Vocabulary Development
The long-term effects (after 3 to 5 years) of remedial reading instruction were examined. Comparison was made on reading achievement scores and on achievement ratios between a group of 16 former remedial reading clinic students, aged 12 to 20, and a matched group which did not receive remedial instruction. In addition, 45 former remedial readers answered a questionnaire concerning their evaluation of remedial reading instruction. Subjects were administered the Gates-MacGinitie Reading Test and the Iowa Basic Skills Achievement Test, and the results showed that (1) there was no significant difference between the groups' achievement scores in vocabulary and comprehension or between the achievement ratios in comprehension and (2) there was a significant difference in the achievement ratios on vocabulary in favor of the control group. Because of the bias of the sample population and because of the use of different tests for the two groups, no conclusions concerning the long-term effects of remedial reading were made. The majority of the respondents to the questionnaire felt that remedial reading instruction was beneficial over both the short-term and the long-term period. References and appendixes are included. (VJ)

ED 051 979 RE 003 668
Scheader, Catherine
The Publishing Behavior of Graduate Students in Reading.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Pub Date Jun 71
Note—76p.; Master of Education Thesis, Rutgers University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Authors, College Teachers, Educational Research, *Graduate Students, *Graduate Surveys, Higher Education, Instructional Materials, Literature Reviews, Psychology, *Publications, Questionnaires, *Reading Programs, Sociology, Teaching Experience
A questionnaire was sent to 166 graduate students from the Reading Center files in the Graduate School of Education at Rutgers University during the years 1965-70. Ninety-five percent responded. Publication was reported by 19 percent of the respondents. Another 38 percent wrote unpublished curriculum materials that were reproduced and distributed in their school systems. Analysis indicated that (1) college teachers published more than any other group of teachers, (2) teachers published more than nonteachers, (3) those with more than 5 years of experience, (4) doctoral students published more than masters students, (5) those who elected a course in developing materials for publication published more than those who did not, and (6) students who published their work used reading factors more frequently than those who wrote unpublished curriculum materials. Literature in the wide area of higher education and the more narrow areas of educational research, psychology, sociology, and science was reviewed to deal with publishing behavior in these allied fields. Tables and a bibliography are included. (Author/AW)

ED 051 980 RE 003 671
Palmatier, Robert A.
Machines in the Reading Program--What are Their Roles?
Pub Date Apr 71
Note—19p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Conference Reports, Films, Instructional Materials, *Literature Reviews, Media Technology, *Programed Instruction, *Reading Materials, Student Motivation, *Tachistoscopes, *Teaching Machines, Video Tape Recordings
Many researchers are opposed to the use of instructional machines, but current research literature has not yet reflected the experimentation with machines and programs produced in the past 5 years. There is no doubt as to the validity of these new technologies on an experimental basis. Much good is found in the motivational and instructional aspects of machine instruction; but too much reliance on machines may reduce creativity and limit the amount of information and growth potential to a learner and at the same time result in the danger of

dehumanizing learning and students. Machines currently available are (1) tachistoscopic machines providing practice and reinforcement in skill mastery and rate increase; (2) recordings and films providing reinforcement, instruction, and other guidance; and (3) other audiovisual devices providing different levels of instruction ranging from simple presentation to that which demands a response from the student. Because of financial limitations, instead of buying one of every kind of machine, schools should carefully assess their needs and purchase the most useful items, such that enough of these could be used for all classrooms. Inservice teacher training programs should emphasize the application of technology in the classroom to encourage teachers to use these machines. (AW)

ED 051 981 RE 003 681

Golazeski, Clare T.

Language Interference and Visual Perception for Native and Puerto Rican Speakers of English in Second Grade.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date Jun 71

Note—85p.; Master of Education Thesis, Rutgers University

EDRS Price MF-$0.65 HC-$3.25

Descriptors—Cross Cultural Studies, English (Second Language), *Grade 2, *Interference (Language Learning), Oral English, Perception Tests, *Puerto Ricans, Reading Skills, *Second Language Learning, Sex Differences, *Visual Perception

This study sought to determine whether language interference would have a significant effect on visual perception and whether the effect would be more noticeable for boys than for girls. For this cross-cultural study, second-grade pupils were employed. One group of 59 resided in Puerto Rico; the second group of 63, in New Jersey. The sample groups were matched in group means in chronological age and reading and spelling grades. In addition to their regular course of elementary school studies, the Puerto Rican children had been instructed in aural-oral English skills for 2 years. Both groups used the manuscript form of writing only. All subjects were administered the Figure and Ground Test from the Holmes-Singer Language Perception Tests, Series E-J, to determine any significant differences in visual perception. The 2 x 2 factorial with unequal n's revealed no statistically significant differences between the two groups. In the ANOVA performed, no significant difference was noted between the performance of boys and girls. Test materials, tables, and a bibliography are included. (Author/AW)

ED 051 982 RE 003 684

Trosky, Odarka S.

Modifications in Teachers' Questioning Behavior in the Development of Reading Comprehension and a Series of Supervisory Conferences.

Pub Date Apr 71

Note—21p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, Behavior Patterns, Comprehension, *Conferences, Inquiry Training, *Inservice Teacher Education, *Questioning Techniques, Reading Comprehension, Reading Research, Recall (Psychological), Recognition, Supervisory Activities, *Teacher Behavior, Teaching Techniques

The relationship between teacher questions and a series of supervisory conferences designed to modify those questions from recall and recognition to higher levels of comprehension was invest.gated. Five Toronto, Ontario, third-grade teachers were randomly selected to participate in the study, and their progress was recorded through individual case-study reports. The first two conferences were intended to make teachers aware of type of questions and levels of comprehension, and the final conference gave teachers an opportunity for self-analysis of changes in their behavior. Tapes of classroom reading lessons were made previous to each conference for use in the conference. As a result of the conferences four of the teachers made modifications of their behavior, decreasing the number of recognition questions. Two teachers made the changes at the end of the first conference, the others by the end of the second. The fifth teacher, who did not actually make changes, indicated an understanding of how to do so after the self-analysis conference. It is suggested that supervisory conferences such as those used in this study might be of benefit in inservice programs. References and tables are included. (MS)

ED 051 983 RE 003 688

Askov, Warren And Others

Assessment of the de Hirsch Predictive Index Tests of Reading Failure.

Pub Date 22 Apr 71

Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Group Tests, Kindergarten Children, Predictive Ability (Testing), *Predictive Validity, *Reading Readiness Tests, Reading Research, *Reading Tests, *Standardized Tests, *Testing Programs, Test Reviews

The predictive validity and the general usability of a battery of 10 tests reported by de Hirsch, Jansky, and Langford, the de Hirsch Predictive Index Tests of reading failure, were examined. The de Hirsch battery was administered to 433 kindergarten children in six public schools. When the pupils entered first grade, the Metropolitan Readiness Test was administered; in second grade, pupils took the Gates-MacGinitie Reading Test. Regression analysis was used to assess the degree of additional information the de Hirsch tests added to the prediction of scores on the Gates-MacGinitie, beyond that provided by the Metropolitan. The alphabet subtest of the Metropolitan and the word reversals and word reproduction tests of the de Hirsch contributed the most to the prediction of second-grade comprehension scores. Discriminate analysis showed that the Metropolitan Test used alone properly classified 28 of 29 poor readers and 68 of 79 superior readers, and that the alphabet subtest discriminated nearly as well as all six Metropolitan subtests. It was concluded that it is questionable whether the time and expense involved in administering the de Hirsch tests is justified for general testing, but that they may be useful for assessment of marginal kindergarten students. Tables and references are included. (VJ)

ED 051 984 RE 003 700

Dunkeld, Colin G.

A Released-Time In-Service Training Program in the Teaching of Reading.

Pub Date 22 Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Class Organization, Classroom Observation Techniques, Diagnostic Teaching, *Inservice Teacher Education, Instructional Materials, Methods Courses, Paraprofessional School Personnel, Parent Participation, *Program Evaluation, *Reading Diagnosis, *Reading Instruction, *Released Time, Test Interpretation

An extensive inservice training program involved principals, teachers, teacher-aides, and parents. It becan in 1970 with a summer workshop, and then throughout the following school year, substitute teachers were provided 1 day each week to release the teachers from school to attend classes at Portland State University. The program was monitored and evaluated by the Northwest Regional Educational Laboratory. Rating scales completed by parents and teachers indicated that the content was well received and found useful. Much training was carried out in the observation and analysis of children's reading performance. Teachers were also trained to administer and analyze reading tests and to examine their instructional reading materials. There were also discussions on student grouping and classroom organization. This resulted in the emergence of eclectic programs in each room and a diversity of classroom management practices, as well as a piecemeal approach to planning. The persistent problems concerned substitute teachers--teachers reported dissatisfaction with their performance. Also, the workshop session was often preempted by other activities. Teachers did not take active participation in the training activities, nor did they have time to implement the suggestions in their classrooms. However, parents who participated played a satisfactory role in helping the teachers. (AW)

ED 051 985 RE 003 704

Bragstad, M. Bernice

The Role of the Secondary School Reading Consultant.

Pub Date 22 Apr 71

Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comprehensive Programs, *Content Reading, Corrective Reading, *Reading Consultants, Reading Diagnosis, Reading Processes, *Reading Programs, Reading Skills, Remedial Reading, *Secondary Education, *Study Skills

The primary function of the reading consultant is to work with teachers in effecting change in attitude, method, and curriculum so that all students move toward their full potential in learning. To accomplish this function, the consultant can assist teachers in several ways. First, he can help teachers conceive of reading as a thinking process that varies with the subject matter being considered and assist them in understanding how the mind comprehends and remembers new material. Second, the consultant can assist teachers in developing learning strategies that incorporate study skills unique to each content area. Third, by working directly with subject-matter teachers, the consultant can help formulate learning activities that are specifically aimed at the disabled learner. Likewise, teachers and the consultant can work together to make corrective reading activities more meaningful. Fourth, the consultant can be instrumental in innovating interdepartmental cooperation in helping students develop study skills common to all subjects. Finally, the consultant can provide the leadership necessary for implementing a comprehensive reading program in the school. However, unless the consultant has the capacity for personal relationships and is an open, caring person, his efforts in working with teachers to help students will not be fully successful. References are included. (VJ)

ED 051 986 RE 003 705

Rogers, John R.

"Linguistic" Programs--Are They Really Different?

Pub Date 23 Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Etymology, Lexicography, *Linguistics, Orthographic Symbols, Phonology, *Psycholinguistics, Reading Instruction, *Reading Materials, *Reading Programs, *Semantics, Spelling

Linguistics is not a single field of learning but is rather a collection of fields of study, all concerned with the scientific study of language. There is no single linguistic method of teaching reading but rather each field of linguistics influences reading in varying degrees. Phonology and its subbranches (phonetics, phonemics, and phonics) influence reading instruction--phonemics sheds light on the decoding process, and phonics cannot be completely omitted from the reading program. Orthography is especially important to reading when it emphasizes spelling. Psycholinguistics holds great potential for aiding the reading teacher, but until the psychologist and the linguist add the neurologist to their study, the help from psycholinguistics will be incomplete. Reading instruction is also aided by lexicography and etymology; dictionary usage is a valuable word attack skill, and tracing word origins is a source of pleasure for some students. The potentially most important field of linguistics as far as reading is concerned is semantics, but it needs more good research before its full benefits can be used. Educators and publishers should stop referring to "the" linguistic method of reading instruction and begin to make use of knowledge in each field. (VJ)

ED 051 987 RE 003 710

Burton, C. Jane

The Development of a Classification Scheme for Reading Research and Reading Resources.

Pub Date 22 Apr 71
Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Clearinghouses, Data Bases, *Data Collection, Documentation, *Information Retrieval, Information Science, Information Storage, *Information Systems, *Reading, Reading Research
Identifiers—*ERIC Clearinghouse on Reading
The development of a new scheme for classifying the more than 7,000 documents on reading in the ERIC/CRIER data collection is described. An original scheme, developed in the early days of the clearinghouse, provided a means for listing documents in any of 45 broad subject categories in the field of reading and for identification by grade level. The system was found to be inadequate in that it did not permit sufficient precision for effective retrieval. The newly developed classification scheme proposes 27 classes into which documents can be divided. Each of these uses a numerical schedule which includes subclasses and provides means of adding more as needed. Further classification by grade level, source of material, type of material, and date of publication is also provided through a faceting technique. To facilitate use of the classification scheme, an index was developed which alphabetically lists terms included in the scheme. Testing of the scheme by ERIC/CRIER personnel was carried out on a 200-document sample, and comparisons were made of their notations. Overall agreement of better than a designated standard of 60 percent was determined for 77 percent of the documents, with higher agreement noted in individual parts of the notation. Illustrations of aspects of the scheme are included. (MS)

SE

ED 051 988 SE 007 161
Valentine, David W.
Family Key to the Fish Commonly Taken on Board the Orange County Schools Marine Science Floating Laboratory.
California Univ., San Diego.
Pub Date 69
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology, College Science, *Oceanology, Reference Materials, *Secondary School Science, *Taxonomy, *Zoology
Provided is a dichotomous key to the families of marine fish commonly taken aboard the Orange County Schools Marine Science Floating Laboratory. This key has been designed for use by junior and senior high school students. Diagrams and drawings are provided which indicate diagnostic characteristics of various members of the fish families included. This work was prepared under an ESEA Title III Contract. (RS)

ED 051 989 SE 007 162
Williams, H. R.
Keys to the Common Genera of Marine Plants Taken Aboard the Orange County Floating Marine Laboratory.
Golden West Coll., Huntington Beach, Calif.
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *Botany, College Science, *Instructional Materials, *Oceanology, Reference Materials, *Secondary School Science, *Taxonomy
Identifiers—ESEA Title III
Provided is a dichotomous key to the common genera of marine algae and angiosperms which are taken aboard the Orange County Floating Marine Laboratory. It is designed primarily for use by junior and senior high school students. Drawings of representative members of the various genera are included. This work was prepared under an ESEA Title III Contract. (RS)

ED 051 990 SE 007 466
An Ungraded Primary Level Science Program, Levels One Through Three (Grades 1-2-3).
Dickinson Public Schools, N. Dak. Instructional Media Center.
Pub Date Jun 67
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biology, *Curriculum Guides, Earth Science, *Elementary School Science, Health Education, Physical Sciences, Primary Grades, Scientific Concepts, *Ungraded Primary Programs
Identifiers—National Defense Education Act
This curriculum guide is intended for use in an ungraded science program encompassing grades one, two and three in public elementary schools in southwestern North Dakota. Five major units in the biological, physical and earth sciences and in health education are included. In each unit major concepts to be studied are stated. For each concept, activities and "things to do" are enumerated. Lists of films, filmstrips and transparencies as well as reading materials related to each concept are provided for both teacher and students. Names and addresses of publishers and equipment suppliers are provided in the appendix. (BC)

ED 051 991 SE 007 484
Fornoff, Frank J.
A Survey of the Teaching of Chemistry in Secondary Schools.
Educational Testing Service, Princeton, N.J.
Report No—TDR-69
Pub Date May 69
Note—92p.
Available from—Educational Testing Service, 20 Nassau Street, Princeton, New Jersey 08540
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Chemistry, College Entrance Examinations, *Educational Background, *Evaluation, National Surveys, Science Courses, *Secondary School Science, *Tests
Identifiers—College Entrance Examination Board, Educational Testing Service
This study was conducted to obtain educational background information of secondary school students who take the College Board Chemistry Achievement Test. In 1965-66, data were gathered from 49,752 students who took the CEEB Chemistry Achievement Test. Questionnaires from 2,395 of these students were studied primarily for (1) the types of chemistry courses offered, (2) textbooks used, (3) topics studied, (4) time allotted, and (5) other secondary school courses taken. Findings indicated that despite the many variables involved, the content of secondary school chemistry did not vary greatly. Five fundamental topics were consistently taught in nearly all of these chemistry courses. Results supported the concept of nationwide chemistry achievement tests. [Not available in hardcopy due to marginal legibility of original document.] (RR)

ED 051 992 SE 007 638
Ensminger, Jack
Readings in Wildlife and Fish Conservation, High School Conservation Curriculum Project.
North Louisiana Supplementary Education Center, Natchitoches.
Pub Date Apr 69
Grant—OEG-3-7-703577-4862
Note—152p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biology, *Conservation Education, *Ecology, Instructional Materials, *Reading Materials, Science Materials, Secondary School Science, *Teaching Guides, Wildlife Management
Identifiers—Louisiana High School Conservation Curriculum
This publication is a tentative edition of readings on Wildlife and Fish Conservation in Louisiana, and as such it forms part of one of the four units of study designed for an experimental high school course, the "High School Conservation Curriculum Project." The other three units are concerned with Forest Conervation, Soil and Water Conservation, and Mineral Conservation. Each of these units of study is designed to encompass a nine week period of time. This publication includes a teacher's guide section, and sections on the coastal resources of Louisiana, oysters, basic ecology, marsh management of wildlife, the alligator, Louisiana squirrels, rabbits, black bear, white-tailed deer, and wild turkey. Some of the readings have been taken from journals and others appear to have been written especially for this publication. This work was prepared under an ESEA Title III Contract. (BR)

ED 051 993 SE 007 639
Ware, George McCollum, Howard P.
A Guide for Teaching Conservation and Resource-Use Education in the Schools of Louisiana, Forest Section.
North Louisiana Supplementary Education Center, Natchitoches.
Pub Date 67
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *Conservation Education, *Elementary School Science, Forestry, Junior High Schools, *Science Activities, *Secondary School Science, *Teaching Guides
Identifiers—Louisiana
These guides for teaching conservation and resource-use education give a sequential treatment of conservation concepts from primary through junior high school grades. There are four sections, each sequential; this guide covers the "Forest" section (others are "Soil and Water," "Minerals" and "Wildlife"). Ten major concepts are arranged in a sequence which is repeated at three levels: primary, intermediate, and junior high. The concepts are "identity," "parts," "life needs," "reproduction," "community," "enemies," "recreation," "wildlife," "conservation," and "utilization." For each level the concept is stated as it applies at that level, then a paragraph of discussion of the concept directed to the teacher is followed by suggested activities for students and a statement of possible outcomes. A glossary of terms is given, and appendices give instructions for making paper by hand, building, stocking and caring for terrariums, and constructing a pegboard model of a forest. (EB)

ED 051 994 SE 007 640
Cousins, Genevieve Smith, Bonnie Mae
Free and Inexpensive Materials for Teaching Conservation: Forests.
North Louisiana Supplementary Education Center, Natchitoches.
Pub Date Oct 67
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Biology, *Conservation Education, *Elementary School Science, Forestry, *Secondary School Science
Identifiers—Louisiana
This annotated list was prepared to accompany the forest section of "Guides for Teaching Conservation in The Schools of Louisiana." The annotations indicate the number of pages, appropriate grade level, cost, if any, and any limitations on supply, as well as a brief description of the contents. One hundred-thirty documents are listed dealing with forests in general or in Louisiana; other documents listed give information on other areas of the country. A bibliography includes additional sources of information and literature on the teaching of conservation. An index to sources is given. (EB)

ED 051 995 SE 007 641
Cousins, Genevieve Smith, Bonnie Mae
Free and Inexpensive Materials for Teaching Conservation: Wildlife and Fish Section.
Natchitoches Parish School Board, La.
Pub Date Nov 68
Grant—OEG-3-7-703577-4862
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Biology, Charts, *Conservation Education, *Ecology, Instructional Materials, Maps, Pamphlets, Secondary School Science, Wildlife Management
Identifiers—Louisiana High School Conservation Curriculum
This publication was prepared to accompany the revised "Wildlife and Fish Section" of "A Guide for Teaching Conservation Education in the Schools of Louisiana." Its purpose is to provide teachers with information about possible sources of teaching materials that can be obtained free or with only a small expenditure of funds. Each item listed is annotated with the purpose of providing teachers with information on which to base judgments as to what will best serve their purposes. Pamphlets, posters, charts, maps, and publications in series are among the items annotated. There is a source index which includes the address of each source. This work was prepared under an ESEA Title III Contract. (BR)

ED 051 996 SE 007 643
Cousins, Genevieve Smith, Bonnie Mae
Free and Inexpensive Materials Available for Teaching Conservation Education: Soil and Water.
Natchitoches Parish School Board, La.
Pub Date Feb 68
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Conservation Education, Earth Science, Elementary School Science, *Resource Materials, *Soil Conservation, *Water Resources
Identifiers—North Louisiana Supplementary Education Center
This publication was prepared to accompany the revised "Soil and Water Section" of "Guides for Teacher Conservation in the Schools of Louisiana." Its purpose is to provide teachers with information about possible sources of teaching materials that can be obtained free or with only a small expenditure of funds. Each item listed is annotated for the purpose of providing teachers with information on which to base judgments as to what will best serve their purposes. Pamphlets, posters, charts, and maps are among the items annotated. There is a source index which includes the address of each source. (BR)

ED 051 997 SE 009 052
Scheffey, Andrew J. W.
Conservation Commissions in Massachusetts.
Massachusetts Univ., Amherst. Cooperative Extension Service.
Spons Agency—Conservation Foundation, Washington, D.C.
Pub Date 69
Note—216p.
Available from—New England Conservation Services Center, South Great Road, Lincoln, Massachusetts 01773 ($3.00)
Document Not Available from EDRS.
Descriptors—*Community Action, *Conservation Education, *Environment, Environmental Education, Land Use, Legislation, *Natural Resources, Pollution, *State Legislation
The Conservation Foundation reported on the experience of a resource development specialist in the state of Massachusetts on the public's growing concern for environmental quality. After tracing the origins of the Massachusetts movement, the report draws upon a variety of specific state experiences to illustrate the commission's growing pains and its growing influence. Included is a description of the commission's successes in the acquisition and protection of open space and wildlife areas, in developing grass roots interest in pollution control, and in acting as a catalyst for conservation action by local and state agencies and by private interests. Information on commission movements in Rhode Island, Connecticut, New Hampshire, Maine, New York, and New Jersey is outlined in a supplementary report. (BB)

ED 051 998 SE 009 958
Bernstein, Edgar
Independent Learning Project, Final Report 1967-1969.
Chicago Univ., Ill.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Planning for the Gifted.
Pub Date 69
Note—164p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum, Grade 9, *Independent Study, *Instruction, *Student Characteristics, *Student Participation, Talented Students
During the 1967-69 ninth grade students at the University of Chicago Laboratory School had the opportunity to schedule various activities during an optional session when they participated in part of an independent learning project. Staff of the project included teachers of English, mathematics, science, and social studies, two librarians, a counselor, and a research associate. Seventy-three variables concerned with pupil background, indicators of study and conceptual skills, divergent thinking abilities, student self report characteristics (giving scores for sociability, diligence, individualism, and internal or external control), academic interest, use of optional time and indicators of pupil independence were analyzed. "Independence" is now seen as a mixture of habits of thought, ability, attitudes, and behavior characterizing a person willing and able to structure his own learning activities. For students initially independent, the program provided an opportunity for growth in self-reliant behavior; initially dependent students may not have benefited. Methods of differential treatment of these groups should be developed. Appendices include four papers on aspects of independent learning, copies of tests given students, and the means, standard deviations and intercorrelations for each variable studied. (AL)

ED 051 999 SE 010 114
Hartzog, George B.
NEED, National Environmental Education Development.
Educational Consulting Service, Orinda, Calif.
Spons Agency—National Park Foundation, Washington, D.C.
Pub Date 69
Note—71p.
Available from—Educational Consulting Service, 372 Village Square, Orinda, California 94563
Document Not Available from EDRS.
Descriptors—Art, *Elementary Education, *Environmental Education, *Instructional Materials, *Interdisciplinary Approach, Mathematics, Poetry, *Reading Materials, Social Studies
Identifiers—National Environmental Education Development, NEED
Included are classroom activities related to environmental education for fifth and sixth grade students intended to appeal to the students' imagination. Readings, problems, and questions are presented to provoke student thinking, feeling, and expressing. Each page is uniquely designed with multiple size, colored printing, colored diagrams, and photographs. A section is devoted to each of four broad subject areas: communication, social studies, the arts, and mathematics. (PR)

ED 052 000 SE 010 153
DISCUS Seventh Grade, Life Sciences, Part One.
Duval County School Board, Jacksonville, Fla. Project DISCUS.
Pub Date Sep 69
Note—180p.; Revised September 1, 1969
Available from—DISCUS, 1011 Gilmore Street, Jacksonville, Florida 32204
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Biology, *Disadvantaged Youth, *Instructional Materials, Laboratory Procedures, Science Activities, *Secondary School Science, *Teaching Guides
Included are instructional materials designed for use with disadvantaged students who have a limited reading ability and poor command of English. The guide is the first volume of a two volume, one year program in life science and contains these three units and activities: Measurement, 7 activities; Ecology, 12 activities; and Energy Processes, 24 activities. A formal textbook is not used in this program, and the learning process relies on class discussion supported by audiovisual materials and small group laboratory activities. Each lesson has a suggested format for teachers to follow in directing activities, with suggested teacher comments. Following each teacher section is the printed material for student use, which generally includes a list of required equipment for small group activities, introduction and procedures, and fill-in questions relating to the completed activity. The volume begins with extensive "guidelines for creating an appropriate classroom environment." (PR)

ED 052 001 SE 010 154
DISCUS Seventh Grade, Life Sciences, Part Two.
Duval County School Board, Jacksonville, Fla. Project DISCUS.
Pub Date Mar 70
Note—150p.; Second Semester
Available from—DISCUS, 1011 Gilmore Street, Jacksonville, Florida 32204
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Biology, *Disadvantaged Youth, *Instructional Materials, Laboratory Procedures, Science Activities, *Secondary School Science, *Teaching Guides
Included are instructional materials designed for use with disadvantaged students who have a limited reading ability and poor command of English. The guide is the second volume of a two volume, one year program in life science and contains these two units and activities: Reproduction and Development, 21 activities; and Genetics, 10 activities. A formal textbook is not used in this program, and the learning process relies on class discussion supported by audiovisual materials and small group laboratory activities. Each lesson has a suggested format for teachers to follow in directing activities, with suggested teacher comments. Following each teacher section is the printed material for student use, which generally includes a list of required equipment for small group activities, a short background reading and procedure, and fill-in questions relating to the completed activity. Included is an addendum which lists major concepts and suggested review and test questions for each unit in the two volumes. (PR)

ED 052 002 SE 010 155
DISCUS Eighth Grade, Physical Sciences, Part I.
Duval County School Board, Jacksonville, Fla. Project DISCUS.
Pub Date Sep 69
Note—174p.; Revised September 1, 1969
Available from—DISCUS, 1011 Gilmore Street, Jacksonville, Florida 32204
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Disadvantaged Youth, *Instructional Materials, Laboratory Procedures, *Physical Sciences, Science Activities, *Secondary School Science, *Teaching Guides
Included are instructional materials designed for use with disadvantaged students who have a limited reading ability and poor command of English. The guide is the first volume of a two volume, one year program in physical science, and contains these five units and activities: First Class Levers, six activities; Inclined Plane, six activities; The Pulley, three activities; Friction, five activities; and Heat, nine activities. A formal textbook is not used in this program, and the learning process relies on class discussion supported by audiovisual materials and small group laboratory activities. Each lesson has a suggested format for teachers to follow in directing activities, with suggested teacher comments. Following each teacher section is the printed material for student use, which generally has a list of required equipment for small group activities, introduction and procedures, and fill-in questions relating to the completed activity. The volume begins with extensive "guidelines for creating an appropriate classroom environment for educationally disadvantaged youth." The appendix includes an equipment list, and for each activity there is a full page diagram for making overhead projector transparencies. (PR)

ED 052 003 SE 010 156
DISCUS Eighth Grade, Physical Sciences, Part 2.
Duval County School Board, Jacksonville, Fla. Project DISCUS.
Pub Date [69]
Note—132p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Disadvantaged Youth, *Instructional Materials, Laboratory Procedures, *Physical Sciences, Science Activities, *Secondary School Science, *Teaching Guides
Included are instructional materials designed for use with disadvantaged students who have a limited reading ability and poor command of English. The guide is the second volume of a two volume, one year program in physical science, and contains these four units and activities: Buoyancy, nine activities; Solubility, six activities; Crystals and Crystal Growing, seven activities; and Using Electricity, eight activities. A formal textbook is not used in this program, and the learning process relies on class discussion supported by audiovisual materials and small group laboratory activities. Each lesson has a suggested format for teachers to follow in directing activities, with suggested teacher comments. Following each teacher section is the printed material for student use, which generally

has a list of required equipment for small group activities, introduction and procedures, and fill-in questions relating to the completed activity. One or more full page diagrams for making transparencies for overhead projection are included for most of the activities. (PR)

ED 052 004 SE 010 157
DISCUS Ninth Grade, Earth Science.
Duval County School Board, Jacksonville, Fla. Project DISCUS.
Pub Date Sep 69
Note—149p.
Available from—DISCUS, 1011 Gilmore Street, Jacksonville, Florida 32204
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Disadvantaged Youth, *Earth Science, *Instructional Materials, Laboratory Procedures, Science Activities, *Secondary School Science, *Teaching Guides

Included are instructional materials designed for use with disadvantaged students who have a limited reading ability and poor command of English. The guide is the first volume of a two volume, one year program in earth science, and contains these four units and activities: Earth Materials, 8 activities; Weather, 10 activities; Water, 4 activities; and Water Cycle, 6 activities. A formal textbook is not used in this program, and the learning process relies on class discussion supported by audiovisual materials and small group laboratory activities. Each lesson has a suggested format for teachers to follow in directing activities, with suggested teacher comments. Following each teacher section is the printed material for student use, which generally includes a list of required equipment for small group activities, introduction and procedures, and fill-in questions relating to the completed activity. The volume begins with extensive "guidelines for creating an appropriate classroom environment." (PR)

ED 052 005 SE 010 158
DISCUS Ninth Grade, Earth Science, Part Two.
Duval County School Board, Jacksonville, Fla. Project DISCUS.
Pub Date Jan 70
Note—171p.; Revised January 23, 1970
Available from—DISCUS, 1011 Gilmore Street, Jacksonville, Florida 32204
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Disadvantaged Youth, *Earth Science, *Instructional Materials, Laboratory Procedures, Science Activities, *Secondary School Science, *Teaching Guides

Included are instructional materials designed for use with disadvantaged students who have a limited reading ability and poor command of English. The guide is the second volume of a two volume, one year program in earth science, and contains these five units and activities: Rock Cycle, 12 activities; Minerals and Crystals, 6 activities; Weathering and Erosion, 4 activities; Earth and Space, 16 activities; and Oceanography, 8 activities. A formal textbook is not used in this program, and the learning process relies on class discussion supported by audiovisual materials and small group laboratory activities. Each lesson has a suggested format for teachers to follow in directing activities, with suggested teacher comments. Following each teacher section is the printed material for student use, which generally includes a list of required equipment for small group activities, introduction and procedures, and fill-in questions relating to the completed activity. (PR)

ED 052 006 SE 010 412
Science Year, The World Book Science Annual, 1971.
Pub Date 70
Note—441p.
Available from—Field Enterprises Educational Corporation, Chicago, Illinois 60654
Document Not Available from EDRS.
Descriptors—Biographies, Biology, Earth Science, *Engineering, *Environment, Physical Sciences, *Reference Books, *Resource Materials, Science History, Yearbooks

Six of the special reports contained in this volume of articles concerned with trends in the sciences are related to problems of human population, pollution, and drug and insecticide regulation; two are on astronomy; three report on aspects of psychology and behavior; and there is one report each on marine ecology, atomic physics, Japanese technological growth, and space exploration. One of the two introductory articles surveys the color and form of living coral. The other provides a historical perspective on antipathy toward science. Forty-three articles provide concise summaries of significant scientific and technological work during the 1970 school year. Biographies of Morfod (molecular biologist) and Fuglister (oceanographer), a list of scientific award winners, and reports of deaths of noted scientists and engineers are included in the "Men of Science" section. All articles are written for the non-specialist. (AL)

ED 052 007 SE 010 483
International Conference on Education in Chemistry, Preliminary Report.
American Chemical Society, Easton, Pa. Div. of Chemical Education.
Pub Date Jul 70
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Education, *Chemistry, College Science, Conference Reports, *Educational Needs, Elementary School Science, Graduate Study, *International Education, Secondary School Science

Reports and recommendations prepared by working groups on "The Structure of Chemistry," "Graduate Education in Chemistry and Beyond," "Preparing Chemists to Meet Society's Future Needs," "Chemistry for Citizens," "International Aspects of Chemical Education" and the text of two plenary addresses, "Education for Change" and "New Problems Need New Answers," are included. There are a total of 35 recommendations to chemical educators, researchers, and administrators concerned with details of curriculum, research approach, and methods of support of chemical research and teaching. Not all the recommendations are consistent, as there was no attempt to produce consensus between groups. A list of participants is provided. (AL)

ED 052 008 24 SE 010 687
Blosser, Patricia E.
A Study of the Development of the Skill of Effective Questioning by Prospective Secondary School Science Teachers. Final Report.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-126
Pub Date Sep 70
Grant—OEG-5-70-0003
Note—242p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Critical Thinking, Doctoral Theses, *Instruction, *Preservice Education, *Questioning Techniques, Secondary School Science, *Teacher Education, *Teaching Techniques

Part 1 of two publications reports a study which assessed the effectiveness of a college preservice instructional procedure in developing questioning skill in prospective teachers. Problems also investigated included transfer of this skill to the student teaching experience, and the relationship of selected personality factors (intelligence, sex, educational set, and personality type) to the development of this questioning skill. The study extended over three quarters and involved 42 preservice secondary teachers randomly assigned to four groups. Lessons observed were audiotaped and videotaped for analysis by three judges and the investigator. Resulting data were subjected to parametric statistical analyses with a .10 level of significance for hypotheses acceptance or rejection. Questioning appeared to be a skill that could be developed through instruction and practice. The development of questioning skill did not appear to be limited by intelligence, sex, personality type, or educational set. Part 2, included as a separate document, was used by the participants during the instructional procedure of the study. It provides information about questions and questioning techniques for stimulating good class discussions and critical thinking. (PR)

ED 052 009 SE 010 742
Dunham, Orson W. Franke, Douglas C.
General Chemistry, 1970 Edition.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 70
Note—458p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Chemistry, *Course Content, Course Descriptions, *Curriculum Guides, *General Education, Resource Materials, Science Activities, *Secondary School Science, Teaching Guides

This publication is a syllabus for a senior high school chemistry course designed for the average ability, nonscience major. The content of the syllabus is divided into three basic core areas: Area I: Similarities and Dissimilarities of Matter (9 weeks); Area II: Preparation and Separation of Substances (10 weeks); Area III: Structure and Properties of Simple Organic Compounds (2 weeks). A minimum of two optional areas, each lasting for 6 weeks, are to be selected from these topics: Further Study of Organic Compounds; Chemistry in the Home; Water and Air Pollution; and Some Modern Materials and their Uses. It is recommended that there be a minimum of five 45-minute periods per week, with an average of three periods per week devoted to laboratory activities. The syllabus organization includes a listing of topics, an outline of basic concepts to be introduced, suggestions and references for laboratory activities, and supplementary information including amplification and explanation of the basic concepts. The use of this syllabus does not mandate the selection of any particular textbook or laboratory manual. First year algebra is a prerequisite for this course. The appendices include descriptions of the suggested laboratory activities, a bibliography of chemistry references, and a listing of films and filmstrips. (PR)

ED 052 010 SE 010 749
Variation.
Hamilton City Board of Education (Ontario).
Pub Date [70]
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classification, *Elementary School Science, *Instruction, Physics, Science Experiments, *Scientific Methodology, *Teaching Guides

Suggestions for studying the topic of variation of individuals and objects (balls) to help develop elementary school students' measurement, comparison, classification, evaluation, and data collection and recording skills are made. General suggestions of variables that can be investigated are made for the study of human variation. Twelve specific questions about the properties of balls are asked, with suggestions for experimental arrangements for answering them. Suggestions for other materials that could be studied in a similar manner, and the relationship of the topic of "variation" to other parts of the elementary science course are included. (AL)

ED 052 011 SE 010 765
Bruce, Larry Rhea
A Determination of the Relationships Among SCIS Teachers' Personality Traits, Attitude Toward Teacher-Pupil Relationship, Understanding of Science Process Skills and Question Types.
Michigan State Univ., East Lansing.
Pub Date 69
Note—186p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-9503 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Attitudes, *Elementary School Science, *Evaluation, *Inservice Teacher Education, Personality, *Questioning Techniques, Research, Scientific Enterprise, *Teacher Characteristics
Identifiers—Science Curriculum Improvement Study

Science lessons of fifteen teachers were tape recorded before their participation in a Science Curriculum Improvement Study (SCIS) summer workshop and again, later, while they were using SCIS materials. Later SCIS lessons of the 18 workshop participants were also recorded. All participants responded to instruments used to measure attitude (Minnesota Teacher Attitude Inventory), personality, (16 Personality Factor Questionnaire), and understanding of the processes of science (Science Process Test for Elementary Teachers), during the workshop and

again the following April. Relationships between these variables and the type of questions asked in the classroom were investigated. Significant increases in the use of higher level (analysis) questions occurred, with a strong relationship between the change in process test scores and the proportion of high level questioning, although there was a negative correlation between teaching experience and change in questioning level. Degree of change on the process test was positively correlated with the teacher's college science background, but negatively with the teacher's age and experience. The only other significant relationship reported was between the process test scores and the Minnesota Teacher Attitude Inventory. (Author/AL)

ED 052 012 SE 010 766

Baptiste, Hansom Prentice, Jr.

The Effect of an Equilibrated Methodology on the Acquisition of the Concept-Conservation of Quantity.

Indiana Univ., Bloomington.

Pub Date 69

Note—152p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-7967 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), *Instruction, Preschool Children, Preschool Tests, Research, Science Education, Teaching Techniques

Identifiers—Piaget

The Piagetian operations of multiple classification, multiple attributes, seriation and reversibility were used to develop an "equilibrated methodology" to help preschool children conserve quantity. Randomly assigned experimental and control groups within morning and afternoon classes at a nursery school were used to evaluate the effectiveness of the teaching. There were no significant differences between groups or classes on individually administered pre-tests containing four Piagetian tasks. There were no significant differences or interactions between classes, sex or age and post-tests using the same tasks. However, there was a significant difference in favor of the experimental group on the post-test, supporting the worth of the instructional technique. A 2 x 2 factorial design was used in the analyses. (AL)

ED 052 013 SE 010 828

Van Deventer, William C. Duyser, Lucille

Idea-Centered Laboratory Science (I-CLS), Unit F, A Scientist Looks Critically at His World.

Grand Rapids Public Schools, Mich.; Western Michigan Univ., Kalamazoo.

Pub Date [71]

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Beliefs, *Cultural Environment, *Instructional Materials, Middle Schools, Psychological Characteristics, Science Activities, *Scientific Enterprise, *Scientists, Teaching Guides

Identifiers—Idea Centered Laboratory Science

In this middle school students' guide poetry, music, fine arts, drama, and movement are used to help teach science students that there are a number of valid points of view about natural phenomena, only one of which is scientific. The limitations on questions for which scientists can seek answers are illustrated by science-fiction accounts of alternate cultural conditions where the ideational framework differs from our own. In these worlds science is not part of the accepted way of looking at nature, or alternate historical choices have been made producing different attitudes toward scientific questions. To indicate the limitations imposed by the finite human mind a series of "mind stretching" exercises involving size and time are included. A teachers' guide is appended. (AL)

ED 052 014 SE 010 919

Massey, Irving Goldfarb, Melvin

Applied Physics Laboratory, Strength of Materials, High School, 12th Year (Incomplete).

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 24 Jul 70

Note—80p.

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Force, *Industrial Technology, *Instruction, Measurement, Mechanics (Process), Physics, Secondary School Science, *Teaching Guides, *Technical Education, Technology

The preliminary draft for a course in Strength of Materials and Materials Testing Laboratory contains a day by day teachers guide and an outline for laboratory activities. The guide includes sequence of topics, suggested reading assignments, demonstrations, and worksheets. The outline provides material for the development of a laboratory manual and contains explicit suggestions as to content, sequence, and type of activities. Major topics are forces, moments, simple stresses, riveted and welded joints, beams, centroids, moment of inertia, flexure formula, and shear stress. [Not available in hardcopy due to marginal legibility of original document.] (DS)

ED 052 015 SE 010 943

Williams, William Watts

An Experimental Investigation of Individualized Instruction in the Teaching of Quantitative Physical Science.

Duke Univ., Durham, N.C.

Pub Date 69

Note—101p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-8839, M-$4.00 X-$6.00)

Document Not Available from EDRS.

Descriptors—Course Evaluation, *Individualized Instruction, *Instruction, *Physical Sciences, *Program Evaluation, Research, *Secondary School Science

Reported was an investigation of the effectiveness of individualized versus group instruction in ninth grade science. Six classes were matched on the basis of Lorge-Thorndike Nonverbal Intelligence Test scores and placed into three groups: control, experimental, and reference (taking a different science course). The conclusion was: individualized instruction was more effective than group instruction for achievement, retention, amount of activities completed, and positive student attitudes. (Author/DS)

ED 052 016 SE 010 989

Bundy, Charles Boyd

A Comparison of Achievement in an Integrated Two-Year Chemistry-Physics Course with Achievement in Chemistry and Physics Taught as Separate Courses.

Indiana Univ., Bloomington.

Pub Date 69

Note—130p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-11,669 M-$4.00 X-$6.20)

Document Not Available from EDRS.

Descriptors—*Achievement, *Chemistry, Course Evaluation, *Fused Curriculum, *Physics, Program Evaluation, *Research, Secondary School Science

An investigation compared achievement of secondary school students completing a two-year integrated chemistry-physics course (experimental group) with that of students enrolled in separate chemistry and physics courses (control group). A major finding was that of superior achievement in both chemistry and physics of control group students. Conclusions were (1) individual and group laboratory experimentation had a more positive effect on achievement of control group students than on the experimental group, (2) the separate chemistry and physics laboratories used in the study were inadequate for the integrated approach, and (3) students in the experimental group had completed on the average one year less of mathematics and were less able to cope with the quantitative nature of the experimental group than were students enrolled in the separate chemistry and physics courses. (Author/PB)

ED 052 017 SE 011 042

Tocco, Thomas S.

Student Attitudes, Perceived Parental Attitudes, and Socio-Economic Status as Predictors of Junior High School Mathematics Achievement.

University of South Florida, Tampa.

Pub Date 71

Note—31p.; Paper presented at the 49th Annual Meeting of the National Council of Teachers of Mathematics, Anaheim, California, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Attitudes, *Correlation, *Junior High School Students, *Mathematics Education, Parent Attitudes, Socioeconomic Status, Student Attitudes

Reported are the results of a correlational study designed to examine non-cognitive factors which might affect mathematical achievement in junior high school. These factors included student attitudes toward mathematics, student reports of their parents' attitudes toward mathematics, and socio-economic status of the students' families. Each of these factors was correlated with the others and with mathematical achievement. The sample for the study included 150 students selected randomly from the total population of students enrolled in mathematics courses at one junior high school. The questionnaire administered to the students utilized a modified version of the Dutton attitude scale, the Duncan extension of the National Opinion Research Center scales of occupational status, and a short scale designed to measure student reports of their parents' attitudes toward mathematics. The measure of mathematical achievement was the mean of four grade point averages from six-week grading periods and a mid-year examination score. Responses were analyzed for the total group, for subgroups divided by sex, for the total parent group, and for parent subgroups divided by sex. From the analysis it was concluded that student attitudes toward mathematics are directly related to their reports of their parents' attitudes toward mathematics and that student achievement in mathematics is directly related to student attitudes toward mathematics. (RS)

ED 052 018 SE 011 059

Engineering Education, Parts 1 and 2.

American Society for Engineering Education, Washington, D.C.

Pub Date Mar 71

Note—290p.

Available from—American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Engineering Education; v61 n6 Mar 71 (2 parts)

Document Not Available from EDRS.

Descriptors—College Science, *Degree Requirements, *Engineering Education, Financial Support, *Graduate Study, *Instruction, *Program Descriptions

Identifiers—American Society for Engineering Education, Engineering College Administration Council, Engineering College Research Council

The first part of this two part volume includes articles relating to engineering education. Topics included are personalizing instruction, individualizing instruction, programed instruction, rewarding good teaching, and the use of different approaches to improve teaching. Part II contains descriptive data from 201 engineering colleges concerning: program and degree requirements, personnel, thesis topics, enrollments, degrees granted, areas and dollar volume of research, and sources of research support. (Author/DS)

ED 052 019 SE 011 129

Evans, Jeremy, Ed. Boyden, Stephen, Ed.

Education and the Environmental Crisis.

Australian Academy of Science, Canberra.

Pub Date Dec 70

Note—117p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Biology, College Science, Conference Reports, *Curriculum, Elementary Education, *Environmental Education, Mass Media, Pollution, *Program Descriptions, Secondary Education

Identifiers—Australia

These proceedings of a conference sponsored by the International Biological Programme committee of the Australian Academy of Science contain the six major papers presented to the conference. An overview of the perspectives and responsibilities resulting from environmental change is followed by an outline of a strategy for curriculum development and implementation in environmental education at elementary and secondary levels. Three other papers are concerned with biological education; one an analysis of curricula and textbooks used in Australian schools from the point of view of relevance to environmental issues; one an account of a biologically based environmental education course for non-biologists at university level; and one the discussion of teaching biology

to infants. A paper on the responsibilities of the mass media for producing an groups on "Environmental Education in the Schools," "Environmental Education in the Community," "Environmental Education at the Tertiary Level" and "The Education of Environmental Scientists" conclude the report. A list of conference participants is appended. (AL)

ED 052 020 SE 011 315

The Federal Program in Population Research. Inventory of Population Research Supported by Federal Agencies During Fiscal Year 1970.

National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 31 Dec 70

Note—76p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.70)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biological Sciences, Citation Indexes, *Directories, Ecology, *Federal Aid, *Population Trends, *Reference Materials, *Research Projects, Social Sciences

Identifiers—Public Health Service

This inventory of federally supported population research activities for fiscal year 1970 up dates and expands a previous report, The Federal Program in Population Research, which covered projects supported during July 1, 1968 through April 30, 1969. Its purpose is to provide timely and comprehensive information on current population research activities. The definition of population research used in determining the scope and relevance of projects reported is represented by the classification scheme utilized in the format: biological sciences, animal behavior and ecology, social sciences, and institutional programs. Thirteen federal agencies support the 664 projects included in the inventory with a funding value of $163 million. Each project is classified within the category most closely describing the principal focus of the study, citing title of the research project, author, supporting agency, method of support, grant number, amount of funding for fiscal year, starting and completion dates, and total support for duration of the project. An alphabetical index of investigators, a classification outline including all sub-categories, and two fiscal tables of projects by agency and classification scheme are appended. (BL)

ED 052 021 SE 011 325

Helwig, G. Alfred Shepperd, Anna G.

Review of Academic Mathematics, A Tentative Guide.

Baltimore County Public Schools, Towson, Md.

Pub Date Jan 67

Note—95p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Algebra, *Course Content, *Geometry, Instructional Materials, Mathematical Concepts, Mathematics Education, Number Concepts, Secondary School Mathematics, *Teaching Guides

This teaching guide outlines a semester course for those students who need review work in concepts from algebra and geometry. Successful completion of this material would serve as a prerequisite to the study of trigonometry. Sequence, textbook references, and time allotments are suggested. Units studied are: the real numbers; operations on the real numbers; relations, functions, and graphs; first-degree equations; inequalities; quadratic equations; and logarithms. Appendices provide instruction in set concepts, properties of right triangles, relations, functions, and graphs. (RS)

ED 052 022 SE 011 328

Hoover, Rodney And Others

Forces and Motion, An Instructional Unit for Senior High School Science, Student Manual and Teachers' Manual.

Baltimore County Board of Education, Towson, Md.

Pub Date 70

Note—114p.

Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($3.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Force, Instructional Materials, Laboratory Manuals, *Motion, Resource Materials, *Science Activities, *Secondary School Science, Teaching Guides, *Terminal Students

Included are the teacher's manual and the student's manual for the unit "Forces and Motion," one of a series of units for non-academic students developed by the 1970 Senior High School Science Workshop Committee. This unit is designed to give students an understanding of forces and motion. It is designed for students to learn how to: recognize various types of forces, measure forces, determine the effects of friction on moving bodies, use several techniques for studying motion, diagram forces acting on bodies and formulate basic rules of force action and motion. Most of the 16 student activities described are designed for one period, but some may extend for 2 or 3 periods. The student manual provides spaces for answers including prepared data tables, diagrams, brief readings related to the activities, and a list of 37 behavioral objectives (also in the teacher's manual). (PR)

ED 052 023 SE 011 329

Hughlett, Robert E. Woodfield, C. W.

Mini-Units, Teachers' Manual, Senior High School Science.

Baltimore County Board of Education, Towson, Md.

Pub Date 70

Note—42p.

Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($1.00)

Document Not Available from EDRS.

Descriptors—Concept Formation, *Models, *Observation, Resource Materials, *Science Activities, *Secondary School Science, *Teaching Guides, Terminal Students

This manual is the teacher's guide for the two mini-units "Observing" and "The Nature of Models," part of a series of units designed for non-academic high school students by the 1970 Senior High School Science Workshop Committee. Each unit consists of five lessons presented in the format: objectives, materials, references, teaching suggestions, and procedure. The overall objectives of the unit on observing are: (1) to demonstrate an increase in the number of valid observations after the instructional sequence and (2) to state concepts which delineate the nature and scope of observation. The unit on models is designed to provide an opportunity for students to produce models based on prior knowledge, data, and the inferences that can be drawn from these two areas. The activities require a minimum of equipment. (PR)

ED 052 024 SE 011 331

Ebersole, Benjamin P. And Others

College Algebra Grades 11, 12, A Tentative Guide.

Baltimore County Public Schools, Towson, Md.

Pub Date Sep 69

Note—30p.

Available from—Baltimore County Public Schools, Towson, Maryland ($2.00)

Document Not Available from EDRS.

Descriptors—*Algebra, *College Mathematics, *Course Content, Curriculum, Instructional Materials, Mathematical Concepts, Mathematics Education, Modern Mathematics, *Secondary School Mathematics, *Teaching Guides

This teaching guide outlines a college algebra course for use in the secondary school. Units studied are: mathematical induction, functions, groups and fields, linear algebra, and limits. Special emphasis is given to the study of functions and linear algebra. Sequence, textbook references and assignments, and time allotments are suggested. Some units are designed as worksheets and could be used by the students. (RS)

ED 052 025 SE 011 343

Titterton, J. Patrick

Some Meaningful Mathematics in Two Chapters: Chapter T1, The Binomial Expansion and Related Topics; Chapter T2, The Principle of Math Induction and Related Conjectures.

Syosset Central School District 2, N.Y.

Pub Date [71]

Note—143p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Algebra, Grade 12, *Instructional Materials, Mathematical Enrichment, Mathematics, *Secondary School Mathematics, Textbooks

The author presents material suitable for use by teachers of gifted students in the junior or senior year of high school. The mathematics presented includes mathematical induction, the binomial expansion, number theory and Pascal's triangle. The author weaves much of the history of mathematics into the materials. Included are student tests and bibliographies of related materials. (CT)

ED 052 026 SE 011 344

Titterton, J. Patrick

Ten Years of Problems from the NASSAU County Interscholastic Mathematics League 1960-1969 with Answers and Sample Solutions.

Syosset Central School District 2, N.Y.

Pub Date Jul 69

Note—106p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Mathematical Enrichment, *Mathematics, *Problem Sets, Resource Materials, *Secondary School Mathematics

Presented are more than 300 problems of varying difficulty along with answers and solutions. These problems were initially given to participants in mathematics contests among high school students. With each problem a time factor is included as well as a percentage of participants who successfully solved that problem. (CT)

ED 052 027 SE 011 345

Kellermann, Priscilla

Proceedings of the National Conference on Population Library and Information Services (3rd Chapel Hill, N. C., May 14-15, 1970)

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date May 71

Note—98p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, *Family Planning, *Information Science, Information Services, Library Services, *Population Trends, Reports, Speeches

Contains the proceedings of the Third National Conference on Population Library and Information Services held in Chapel Hill, North Carolina, May 14-15, 1970. Under the joint sponsorship of the Carolina Population Center and the Population Council of New York, this was the third in a series of annual conference/workshops devoted to library and information needs and services in the population/family planning field. Part 1 has a summary report, list of participants, and conference agenda. Part 2 reports a panel discussion, "Information Resources and Population/Family Planning Needs," by four editors of abstracting journals in the social and behavioral sciences. Part 3 quotes three papers delivered during general sessions: "Building and Maintaining a Classified Catalogue" by Dan Wood; "Family Planning/Population Library and Information Services: Suggested Directions for the Future" by Jery Kilker; and "The Extramural Program of NLM" by Ann Kaufman. In Part 4 the working committee reports on new libraries, interlibrary exchange, subject indexing, and census materials. Appendices offer summary reports for the subject classification workshop, World Health Organization, 1969-70 steering committee, and first and second national workshop proceedings. (BL)

ED 052 028 SE 011 346

Wilson, John Oliver

Quality of Life in the United States--An Excursion into the New Frontier of Socio-Economic Indicators.

Midwest Research Inst., Kansas City, Mo.

Report No—MRI-1041

Pub Date 68

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economics, *Research, Social Environment, Social Factors, *Social Sciences, *Socioeconomic Influences, Statistical Analysis

The development of a set of social indicators with which to assess interregional differences in the quality of life in the United States is the goal of this report. Prompted by the observation that there are increasing signs of discontent with the continued use of traditional measures of

economic, political, and social progress-per capita income and gross national product-Mr. Wilson states the national income and product accounts were not conceptually designed to measure changes in our total socio-economic environment. For these reasons it is imperative the new frontier of social indicators be explored. The concept of social indicators as aggregate or representative welfare measures is presented and the procedure for developing them is reviewed. States are selected as the geographical unit of analysis and the general areas of social concern for which social indicators were developed follows recommendations of the Commission on National Goals (1960): individual status, individual equality, state and local government, education, economic growth, technological change, agriculture, living conditions, and health and welfare. Problems of weighting the statistics are discussed together with evaluation of the data. Education and equality of racial opportunity are analyzed at length with numerous tables showing relevant statistics. References are included. (BL)

ED 052 029 SE 011 351

Stansberry, Steve And Others

Outdoor Education, Camp Casey.

Northshore School District 417, Bothell, Wash.

Pub Date Jan 71

Note—163p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, Fundamental Concepts, *Grade 5, Instruction, *Learning Activities, Natural Resources, *Outdoor Education, Teaching Guides

A curriculum guide for the Camp Casey Outdoor Education program is contained in this document. Designed for fifth grade students and teachers in Northshore School District, Bothell, Washington, it emphasizes learning activities for use in the outdoors. General understandings relevant to the objectives of the program form the frame into which the activities are placed. Most activities are appropriate for use in school or community locales and can serve as preparation for experiences at a campsite. Section I enumerates items to consider in preparing the student for a camping/outdoor education situation. Remaining sections deal with study units in geology, history and social studies, survival and simple outdoor navigation, saltwater ecology, and plants and animals above the tidal zone. Individual units present several general understandings each with specialized background information and suggested activities. Student worksheets, diagrams, vocabulary lists, reference lists, and teaching aids complete the guide. (BL)

ED 052 030 SE 011 357

Current Publications in Population/Family Planning Number 13.

Population Council, New York, N.Y.

Pub Date Apr 71

Note—4p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Abstracts, Annotated Bibliographies, Demography, *Family Planning, *Population Trends, Publications, Reference Materials, Social Sciences

Abstracts of current publications in the fields of population and family planning are presented in this pamphlet. Topical areas include: demography and social science, human reproduction and fertility control, family planning program, population policy, and general publications. Research studies, monthly reports, journal articles, and general literature are reported. (BL)

ED 052 031 SE 011 358

Country Profiles, Jamaica.

Population Council, New York, N.Y.

Pub Date Apr 71

Note—7p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences

A profile of Jamaica is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the island; population - size, growth patterns, age structure, rural/urban distribution, ethnic and religious composition, literacy, future trends; population growth and socioeconomic development - relationship of national income, relationship to size of labor force, relationship to social welfare expenditures for education and public health; history of population concerns; population policies - relevant laws; population programs - organization, operations; private efforts in family planning; foreign assistance for family planning activities; and research and evaluation. Summary statements indicate that Jamaica's population is rapidly increasing, the birth rate is high but decreasing, emigration has been reduced, the economy is slowly expanding, there is rapid urbanization but not accompanying industrialization or economic development, high unemployment, and increased expenditures in education, health, and family planning programs. References and a country map are given. (BL)

ED 052 032 SE 011 359

Country Profiles, Indonesia.

Population Council, New York, N.Y.

Pub Date Apr 71

Note—12p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences

A profile of Indonesia is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population - size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends; population growth and social and economic development - relationship to national income, relationship to size of the labor force, relationship to agriculture, relationship to social welfare expenditures; population policies - direct, indirect, relevant laws; history of population concerns; population programs - objectives, organization, operations, research and evaluation; and assistance from international agencies. Summary statements indicate that the family planning movement is in a transitional phase from a restricted volunteer program to one with significant governmental support. Cooperation of related population/family planning agencies is occurring and pilot projects and program plans have been initiated for a national five-year program of family planning services. A map of the country is drawn. (BL)

ED 052 033 SE 011 366

Spitzer, Herbert F.

Teaching Elementary School Mathematics. What Research Says to the Teacher 2.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 70

Note—33p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Class Organization, *Elementary School Mathematics, *Instruction, Learning Theories, Mathematics Education, Modern Mathematics, *Research Reviews (Publications), Research Utilization, *Teaching Methods

The author discusses major issues related to the teaching of elementary school mathematics and draws upon research results for his analysis. The elementary school mathematics curriculum is discussed in terms of selection of content, educational objectives and content arrangement. Within the realm of mathematics learning, discovery learning, the use of manipulative materials, student attitudes, the use of practical applications, and the need for real understanding in mathematics are examined. The author discusses the organization of classes and pupils for instruction. In this area he examines grouping practices for gifted and remedial students both within classes and school-wide as well as the usage of mathematics specialists in the classroom. Finally, specific questions regarding teaching practices are considered including computer-assisted instruction (CAI), programmed learning, and the effects of the "new mathematics" programs. (Author/CT)

ED 052 034 SE 011 371

Reiners, William A. Smallwood, Frank

Undergraduate Education in Environmental Studies, A Conference Report.

Dartmouth Coll., Hanover, N.H.

Pub Date Apr 70

Note—100p.

Available from—Public Affiars Center & Dartmouth Bicentennial Year Committee, Dartmouth College, Hanover, New Hampshire ($2.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Programs, Conference Reports, Curriculum, *Curriculum Development, *Environment, *Environmental Education, Program Descriptions, *Program Development, Programs, *Undergraduate Study

The nine papers included in this volume were presented during the "Working Conference on Undergraduate Education in Environmental Studies" at Dartmouth College. The rationale and strategy for environmental studies at Dartmouth College are considered in part one. Details of the proposed programs at both Dartmouth College and Williams College are reviewed in the concluding section. The main body of the volume consists of four working papers, each designed to provide a specific in-depth analysis of a key issue related to environmental education: Bioeconomics--The Science of Survival: A Proposed Philosophy for the Program; Basic approaches to the Organization of a Curriculum; Environmental Centers in a Crowded Landscape: Policies and Pitfalls in Organizing a Program; and A Case Study of New England: Examples of Public and Private Support for Environmental Education. Two additional conference papers are included: Man and Nature on Collision Course; and Environmental Dialogue: The New Education. (PR)

ED 052 035 SE 011 372

Chant, Donald A.

Pollution Probe.

Pub Date 70

Note—207p.

Available from—New Press, 300 West Adams, Chicago, Illinois 60606 ($2.50)

Document Not Available from EDRS.

Descriptors—Community Action, *Environmental Influences, *Essays, Natural Resources, *Pollution, Resource Materials

This book is written as a statement of concern about pollution by members of Pollution Probe, a citizens' anti-pollution group in Canada. Its purpose is to create public awareness and pressure for the eventual solution to pollution problems. The need for effective government policies to control the population explosion, conserve natural resources, limit uncontrolled and destructive economic growth, and promote an effective national strategy for environmental quality management reflect the major concerns of the writers. Essays are entitled: The Living Spaceship, Consequences of Imbalance, The Air We Breathe, The Water We Drink, Pesticide Poisons, Noise Pollution, Macbarf, Radiation Pollution, Population and the Growth Ethos, Politics of Pollution, Corporate Morality, Northern Pressures, Communication and Education, Resource Management, Action Programs, "Do It" Kit, and Coda-A New Ethic. A selected reading list is included. (BL)

ED 052 036 SE 011 374

Interdisciplinary Science Education, Report of a Conference.

National Science Teachers Association, Washington, D.C.

Pub Date Nov 70

Note—31p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)

Journal Cit—The Science Teacher; v37 n8 Nov 70 (Supplement)

EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—College Science, Conference Reports, Educational Innovation, *Educational Needs, Educational Programs, *Interdisciplinary Approach, Program Descriptions, *Science Education, Secondary School Science
This report contains the three position papers presented at a conference on interdisciplinary science education as well as edited transcripts of some of the discussion. The position papers state the necessity for such courses, describe a particular college level course for non-science majors, and present a theoretical account of an attempt to classify all knowledge in a single pattern. The excerpted discussion episodes deal with problems of definition, of recognizing the characteristics of interdisciplinary teaching, of implementation of secondary school or college levels, and of tactics to be used: whether to modify existing conditions or state de novo. Discussion group reports on teacher education, task force models, and the breadth of unity are included. Participants' names and addresses are listed. (AL)

ED 052 037 SE 011 375
Koos, Eugenia M.
A Report on Developmental Studies of a Series of Measures of Inquiry Skills in Biology, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Report No—TR-1
Pub Date 70
Note—30p.
Available from—McREL, 104 East Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, *Evaluation, *Inquiry Training, *Measurement, Research, Science Education, *Secondary School Science, Test Reliability, Tests, Test Validity
Identifiers—Mid Continent Regional Educational Laboratory
Problems in assessing the validity and reliability of the Mid-Continent Regional Educational Laboratory (McREL) tests of the inquiry skills of biology students are discussed by reference to the first trial version of the first Explorations in Biology (EIB) booklets. Since students learn during the two parts of the test, coefficients of stability are considered inappropriate statistics of reliability. Measures of internal consistency are considered relevant if there is a general inquiry skill. There is some evidence consistent with the assumption of a general factor. Content validity was assessed by a panel of judges working through the items in one possible response pattern, and preliminary estimates of Scott's pi obtained. Appropriate data for an estimate of concurrent validity were not available, but the nature of acceptable data is discussed. Correlation between the Verbal and Numerical Reasoning subtest of the Differential Aptitude Test is used as evidence of construct validity for the EIB items involving verbal formulation of biological problems, verbal interpretation of non-verbal data, and analysis of graphical or tabular data. Appendices summarize the data obtained in the trials, and report on the study of judges agreement or content validity. (AL)

ED 052 038 SE 011 376
Koos, Eugenia M.
A Report on Developmental Studies of a Series of Measures of Inquiry Skill in Biology, Explorations in Biology.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Report No—TR-2
Pub Date 71
Note—12p.
Available from—McREL, 104 East Independence Avenue, Kansas City, Missouri 64106
Document Not Available from EDRS.
Descriptors—*Biology, Data, *Evaluation, *Inquiry Training, *Measurement, Research, *Secondary School Science, Tests
Identifiers—Mid Continent Regional Educational Laboratory
Validity and reliability data for the first three of the Mid-Continent Regional Educational Laboratory (McREL) tests of the inquiry skills of secondary school biology students are tabulated and discussed. Two of the tests, Explorations in Biology (EIB) numbers 1 and 3, and SE 011 334, SE 011 335, SE 011 336, and SE 011 337 meet minimum criterion levels for alternate use in testing progress in learning inquiry skills when corrections are made for differences in maximum possible scores and differences in difficulty. The second test in the series is not recommended for such use at this stage. Scores on the two booklets in each test, designed to measure different inquiry skills, do not have high correlations. Correlations with the Biological Sciences Curriculum Science (BSCS) Comprehensive Final Examination scores, the California or Iowa Tests of Basic Skills, and the Scholastic High School Placement Test are reported for EIB 1 and 3. The BSCS test scores were not related to either EIB-1 or EIB-3, but the California Test of Basic Skills was moderately related to both forms. Means and standard deviations of the three EIB forms are reported for each class in which they were used in 1970 trials. (AL)

ED 052 039 SE 011 377
Turner, Nura Dorothea Rains, Ed.
Mathematics and My Career. A Collection of Essays.
National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 71
Note—60p.
Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.30)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Accounting, Biology, *Careers, Computers, *High Achievers, Mathematical Applications, *Mathematics, Music, *Occupations, Religion
The essays in this booklet have been written by persons who had ranked in the top one percent of the 1958-60 Upstate New York Mathematical Association of America Contests. Personal accounts are given of the role of mathematics in the authors' education and career. The careers described include applied mathematics, computer research and programing, biomedical engineering, accounting, music, the ministry, and pure mathematics. (RS)

ED 052 040 SE 011 378
Urban Ecology for Secondary Schools, Unit I - Technology and Environmental Pollution, Parts 1 and 2.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date Feb 71
Note—195p.; Project Number 8016
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (On Loan)
Document Not Available from EDRS.
Descriptors—*Course Content, Curriculum Guides, Environment, Learning Activities, Pollution, *Secondary Education, *Teaching Guides, Technology, *Unit Plan, *Urban Education
Materials for a course on Urban Ecology are developed in these two documents which represent the first unit - Technology and Environmental Pollution. The entire course consists of seven units dealing with the many aspects of our way of life that produce an effect on, and in turn affected by, the quality of our physical environment. Unit I treats human activities that have contributed to environmental degradation. It stresses an understanding of these activities, their management, and schemes for their amelioration. Five topics are explored: (1) Power, Production and Use, (2) Pollution by the Industrial Process, (3) Machine-noise Pollution, (4) Pollution by Agricultural Technology, and (5) Pollution by Weapons Technology. Each learning sequence starts with a basic subject-matter aim, followed by a challenge and a problem. Concepts and understandings are supported by corresponding student-learning activities. Essentials of typical lesson plans are omitted to allow for logical, natural sequences of spiraling scientific logic leading to culminative resolutions. (BL)

ED 052 041 SE 011 380
Directory of Government Agencies Safeguarding Consumer and Environment, Third Edition 1970-71.
Pub Date 71
Note—89p.
Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305
Document Not Available from EDRS.
Descriptors—*Agencies, *Consumer Education, *Directories, *Environment, Federal Government, Reference Materials, Social Welfare, State Federal Support
This directory is intended to help people who want to contact Federal and/or State officials for advice, assistance, information, and action in a variety of fields associated with consumer and environmental protection in any of the fifty states and the District of Columbia. Agencies are listed in eleven categories: food and drugs, meat and poultry surveillance, narcotics and dangerous drugs, consumer protection: fraud and deceptive practices, weights and measures, environmental control, air pollution control, water pollution control, noise abatement control, state insurance commissioner, and pesticide control. Information is arranged alphabetically by state specifying state, federal and/or regional agencies, each with person to contact, address, and telephone number. Jurisdictional maps are provided showing boundaries of the regional, district, or field offices of the Food and Drug Administration, the Consumer Protection Program (U.S.D.A.), the Bureau of Narcotics and Dangerous Drugs, the Federal Trade Commission, the Environmental Control Administration, the National Air Pollution Control Administration, the Federal Water Quality Administration, the Federal Aviation Administration, and the Pesticide Regulation Division (U.S.D.A.). (BL)

ED 052 042 SE 011 381
Situation Report - Bulgaria, Greece, Finland, Hungary, Sweden, Turkey, United Kingdom, and Yugoslavia.
International Planned Parenthood Federation, London (England).
Pub Date Nov 70
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Resource Materials, Social Welfare, *Statistical Data
Data relating to population and family planning in eight foreign countries are presented in these situation reports. Countries included are Bulgaria, Greece, Finland, Hungary, Sweden, Turkey, United Kingdom, and Yugoslavia. Information is provided in the following areas where appropriate and if it is available: (1) statistics on population, birth and death rates, G.N.P., for 1950, 1960, and latest date available; (2) general background of social welfare, education, health, medical care, and insurance; (3) the planned parenthood situation; (4) planned parenthood association and its history; (5) government attitude toward planned parenthood and family welfare; (6) legislation for family planning and contraception; (7) facts and figures on birth control; (8) planned parenthood training; (9) responsible parenthood and sex education; (10) International Planned Parenthood Federation Aid; and (11) other related organizations. (BL)

ED 052 043 SE 011 382
Situation Report - Denmark, France, German Federal Republic, Luxembourg, Poland, Portugal, Romania, Spain, and Switzerland.
International Planned Parenthood Federation, London (England).
Pub Date Feb 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data
Data relating to population and family planning in nine foreign countries are presented in these situation reports. Countries included are Denmark, France, German Federal Republic, Luxembourg, Poland, Portugal, Romania, Spain, and Switzerland. Information is provided in the following areas where appropriate and if it is available: (1) statistics on population, birth and death rates, G.N.P., for 1950, 1960, and latest available date; (2) general background of social welfare, education, health, medical care, and insurance; (3) the planned parenthood situation; (4) planned parenthood association and its history; (5) government attitude toward planned parenthood and family welfare; (6) legislation for

family planning and contraception; (7) facts and figures on birth control; (8) planned parenthood training; (9) responsible parenthood and sex education; (10) International Planned Parenthood Federation Aid; and (11) other related organizations. (BL)

ED 052 044 SE 011 383

Situation Report - El Salvador, Republic of Korea, and South Africa.

International Planned Parenthood Federation, London (England).

Pub Date 71

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in three foreign countries are presented in these situation reports. Countries included are El Salvador, Republic of Korea, and South Africa. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communications/education, and medical/social welfare. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, and government programs. Bibliographic sources are given. (BL)

ED 052 045 SE 012 002

Pancella, John R.

Cognitive Levels of Test Items in Commercial Biology Examinations.

Montgomery County Public Schools, Rockville, Md.

Pub Date Mar 71

Note—8p.; Paper presented at the 44th Annual Meeting of the National Association for Research in Science Teaching, Silver Spring, Maryland, March 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Biology, *Cognitive Tests, Content Analysis, Evaluation, Research, *Secondary School Science, *Standardized Tests, *Tests

Identifiers—Biological Sciences Curriculum Study, BSCS, Taxonomy of Educational Objectives

Forty-one 10th grade biology tests prepared by commercial publishers, test bureaus, and the Biological Sciences Curriculum Study were analyzed using the six major categories of Bloom's Taxonomy of Educational Objectives Handbook I: Cognitive Domain. Of the 2,689 test items classified, 71.88% were Knowledge, 15.17% Comprehension, 11.49% Application, 1.37% Analysis, 0.04% Synthesis, and 0.04% Evaluation. Tables showing the percentage of items at each level for each test are given. Only BSCS tests reflected levels above Application, and of these, only the Process of Science Test used all six levels of the Taxonomy. A check on the classification of the items by a panel of twelve judges produced an overall agreement of 83.9%. (AL)

ED 052 046 SE 012 004

Siemankowski, Francis T. MacKnight, Franklin C.

Spatial Cognition, A Success Prognosticator in College Science Courses.

Pub Date 23 Mar 71

Note—12p.; Paper presented at the 44th Annual Meeting of the National Association for Research in Science Teaching, Silver Spring, Maryland, March 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *College Science, *College Students, Predictive Measurement, Research, *Spatial Relationship, *Student Characteristics

Identifiers—Survey of Object Visualization

Students in science and non-science departments of the State University College, Buffalo, were given the Survey of Object Visualization, a test designed to measure aptitude to visualize objects when disassembled and in various positions. Science majors scored significantly higher than non-science students. Within the science group, different bands of scores were associated with the student's major. Physics students tended to score highest, followed, in order, by geoscientists, biologists and chemists. There was a high correlation between Survey of Object Visualization and science grades. The results suggest that three dimensional conceptualization tests could be included in test batteries given to prospective college science students to facilitate counseling. (AL)

ED 052 047 SE 012 007

Butzow, John W. Sewell, Leyton E.

The Process Learning Components of Introductory Physical Science: A Pilot Study.

Maine Univ., Orono.

Pub Date Mar 71

Note—20p.; Paper presented at the 44th Annual Meeting of the National Association for Research in Science Teaching, Silver Spring, Maryland, March 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Research, *Evaluation, Observation, Research, *Scientific Methodology, *Secondary School Science

Identifiers—Inference Skills, Introductory Physical Science, Test of Science Processes

The Test of Science Processes was administered as a pre- and post-test to 92 eighth grade students studying the first five chapters of the Introductory Physical Science materials to determine if process learning was significantly changed. The students were in four homogeneously grouped classes all taught by the same teacher. There were significant improvements in students' ability to observe, compare, classify, quantify, measure, experiment and infer during the period of the course, but not in the ability predict. It appeared that there was a relationship between intelligence and process skills such that more intelligent groups at the eighth grade level are further down a continuum of difficulty from observing to experimenting at the onset of instruction. Consequently, classes with students having lower ability levels showed the most change in process learning during IPS instruction. (Author/AL)

ED 052 048 SE 012 008

Kraft, Thomas L. Miloy, Leatha

Let's Talk About You and Sharks, American Oceanography Special Educational Newsletter.

Ameican Society for Oceanography, Washington, D.C.

Pub Date 71

Note—8p.

Available from—American Society for Oceanography, 1900 "L" Street, N.W., Washington, D.C. 20036

Journal Cit—American Oceanography; v5 n5 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Instructional Materials, Junior High School Students, Marine Biology, Newsletters, *Oceanology, Periodicals, *Safety Education, Secondary School Students, *Water Resources

This special educational newsletter of the American Society for Oceanography presents information on marine oriented subjects, primarily for reading by junior high and secondary school students. Major articles consider the habits and stinging effects of sharks, jelly fish, and sting rays, and what one should do if stung by these fish while swimming. Additional feature articles for the summer season examine the presence and dangers of rip tides or currents and pleasure boating rules and safety. Other articles discuss treatment for drowning, use of a spear for fishing, the implications of using the deep ocean for disposal of organic wastes, hyperbaric medicine, catfish, and treasure hunting on the shore and at sea. (BL)

ED 052 049 SE 012 010

Chapman, Frank L.

Marine Science Film Catalogue.

Carteret County Public Schools, Beaufort, N.C.

Pub Date [71]

Note—38p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Catalogs, *Films, *Filmstrips, Natural Resources, *Oceanology, Reference Materials

Identifiers—ESEA Title III

Forty-eight motion picture films and filmstrips in the field of marine science are catalogued in this booklet. Following the alphabetical index, one page is devoted to each film indicating its type, producer, recommended grade level, running time, and presence of color and/or sound. A summary of film content, possible uses, and outstanding features are enumerated. In addition, mention is made of over three hundred 35 mm slides of marine life forms and habitat available from the Center. This work was prepared under an ESEA Title III Contract. (BL)

ED 052 050 24 SE 012 017

Rocchio, Richard

Twin Owls Mountain Camp, A Summer Workshop for Colorado Young People. Final Report and Progress Report.

Center for Research and Education, Estes Park, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0794

Pub Date Jun 71

Grant—OEG-0-70-5035

Note—301p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Behavior Change, *Environmental Education, Program Descriptions, *Projects, Reports, Resident Camp Programs, *Social Sciences, *Youth Programs

A progress report and final evaluation of the Twin Owls Mountain Camp - Summer Workshop for Colorado Young People are contained in this two-volume publication. Involved in the project was the operation of a summer camp for governmental/ecological education using a participative approach to the learning/teaching process. Also, it was to be determined if, through the summer experience and some follow-up work during the winter and spring, the attitudes and behaviors of young people toward their environment could be changed. The Progress Report of November, 1970, explains in detail the objectives of and preparation for the camp, recruiting of participants and staff, the problems encountered, and what was accomplished in the camp session, while the Final Report considers the follow-up work in the ensuing months. Final evaluation showed that the majority of full-time workshop participants were able to apply at least a few of the skills and abilities and some of the knowledge to their living and working situations in the community. (BL)

ED 052 051 SE 012 033

Welch, Wayne W.

A Summary of Research in Science Education for the Years of 1968-69, Secondary School Level. Science Education Information Reports.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Jun 71

Note—64p.; Research Review Series-Science Paper 7

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, Curriculum, Evaluation, Learning, *Research, *Research Reviews (Publications), *Science Education, *Secondary School Science, Teacher Education

In this seventh paper of the Research Review Series, commissioned by the Science and Mathematics Education Information Analysis Center in cooperation with the National Association for Research in Science Teaching, 189 studies in the ERIC SE collection which are concerned with secondary school science, published in 1968 or 1969, are cited and analyzed. Tables show the prime science discipline focus of the documents, the type of report analyzed, and the primary subject categories of the research. The research findings are summarized and illustrated by selected report which the reviewer considered effectively characterized the results; were clear, representative and generalizable; showed adequate methodology; or, occasionally, illustrated a particular point (good or bad). The summary is arranged under the following headings: Learning Theory and Processes; Teacher Characteristics; Teacher Education; Curriculum Development; International Education; Student Characteristics; Evaluation; Academic Achievement; Educational Programs; and Instructional Procedures. Some comments on the inadequacies of the research reviewed, and suggestions for overcoming these, are made. (AL)

ED 052 052 SE 012 036
What is the E.Q. (Environmental Quality) of Your School?
Pub Date [71]
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Science, *Environmental Education, Fundamental Concepts, *Instructional Materials, Learning Activities, *Pollution, Resource Materials, *Teaching Guides, Unit Plan
Designed for elementary school use, this manual provides teachers with numerous experiments and activities to help children understand and evaluate the surrounding environment. Activities are planned to explore many aspects of the environmental problem. Suggestions for involvement in language arts, social studies, and mathematics are included along with the science activities. Units of study emphasize air pollution, water pollution, litter, land use for school yard and neighborhood, and special problems concerning rat control, odors from factories, vacant houses, junk, and hazards of sidewalks, traffic, and dumps. Each unit offers background information on the subject, learning activities requiring little or no equipment, procedures to carry out the activity and questions to consider following completion of the activity. A summary sheet is also provided listing the major concept or theme of the unit, purpose of the unit, and questions or statements to discuss and investigate while introducing, developing, extending and fixing the concept. (BL)

ED 052 053 SE 012 040
Mitchell, Lawrence L. And Others
Project MOD Student. The Development of a System of Instruction for Teaching Mathematics to the Occupational and Development Student.
Blue Mountain Community Coll., Pendleton, Oreg.
Pub Date Jun 70
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Algebra, *College Mathematics, Diagnostic Teaching, *Independent Study, *Instruction, *Mathematics, Programed Materials, *Student Placement, Study Centers, Teaching Procedures
The report presents a summary of a mathematics project involving a system of individualized, laboratory and classroom instruction techniques for occupational and developmental college students. Continual diagnosis of student learning difficulties, flexible prescriptions of activities, and continual evaluation of student progress are incorporated in the project. Placement and evaluation tests, course descriptions, and descriptions of study center materials are included. Test data from students involved in the program during 1970-71 is analyzed. General results of the project include: (1) development of diagnostic measurement devices; (2) development of effective remedial mathematics instructional procedures; (3) development of instructional materials; and (4) enabling more students to succeed in credit courses in mathematics. (JG)

ED 052 054 SE 012 041
Walter, Robert I., Comp.
Chemical Education for Underprepared Students. A Report of a Conference Held at the University of Illinois at Chicago Circle.
Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency—Du Pont Corp., Wilmington, Del.; National Science Foundation, Washington, D.C.
Pub Date Jan 71
Note—86p.
Available from—Stipes Publishing Company, 10 Chester Street, Champaign, Illinois 61820 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Chemistry, *College Science, Conference Reports, *Educationally Disadvantaged, *Instructional Innovation, Mexican Americans, Negro Students, Program Descriptions, *Student Characteristics
Identifiers—American Chemical Society
The special problems faced by black, Mexican-American, Appalachian, and ethnic white minorities in college education, particularly in chemistry, are examined in the papers contained in this conference report. The most important problems for all groups are deficiencies in verbal and written English, mathematics, general science, and intellectual background. Such students typically lack self confidence, and many expect to fail in college. Obstacles to higher education include college selection procedures, competitive pressures, faculty attitudes, teaching styles, and examinations and grading practices. Suggestions for minimizing these disadvantages include the use of clearly stated behavioral objectives, the use of supportive remedial programs in English and mathematics, and the use of broader liberal education programs. Descriptions of innovative chemistry instruction for underprepared students in ten colleges are summarized in the report. Five specific recommendations summarizing the conclusions reached are appended. (AL)

ED 052 055 SE 012 044
Bloom, Samuel W.
Biology Grade 10, Science Curriculum Materials.
Rochester City School District, N.Y.
Pub Date 70
Note—280p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Biology, Curriculum Guides, General Education, Grade 10, *Instruction, Objectives, *Science Activities, *Secondary School Science, *Teaching Guides
This teaching guide and syllabus outline is intended for use with pupils whose primary interests are in non-science fields, or who do not intend to enter college. The guide contains suggested activities, both laboratory and discussion, for a course containing the following sections: Introduction to Cells and Life; Animal Physiology; Plant Physiology; Reproduction and Development; Genetics; The History of Life; and Ecology. Activities are accompanied by a statement of the intended objectives and understandings, a list of materials needed, key words, and, in some cases, a series of questions for consideration. Emphasis throughout is intended to be on the relationship of the topics chosen to the pupils' needs, interests, activities, and occupational objectives. (AL)

ED 052 056 SE 012 050
Crawford, Rudd A., Jr.
Seeing Through Fractions, A Workbook for Students.
Pennsylvania Advancement School, Philadelphia.
Pub Date 70
Note—107p.
Available from—The Pennsylvania Advancement School, 5th and Luzerne Streets, Philadelphia, Pa. 19140
Document Not Available from EDRS.
Descriptors—*Elementary School Mathematics, *Fractions, *Instructional Materials, *Manipulative Materials, Mathematics, Mathematics Materials, Number Concepts, Rational Numbers, *Underachievers, Workbooks
This workbook along with a set of transparent 2" x 3" cards was developed for use with underachieving seventh and eighth grade boys. It is designed for a 14 week term or less. The format uses the cards extensively to learn about fractions and operations with fractions. The cards have circles etched on them and the circles are divided into varying numbers of equal parts. By using the cards and superimposing them on one another, the student learns about equivalent fractions, adding fractions, reducing fractions, and subtracting fractions. He is also required to do problems without the aid of the cards. (CT)

ED 052 057 SE 012 052
Flint, Deloris
Supplement to District Math Guide 1970-71.
Fountain Valley School District, Calif.
Report No—Curr-Bull-Math-17
Pub Date 71
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Catalogs, Classroom Materials, *Elementary School Mathematics, Instructional Aids, *Instructional Materials, *Manipulative Materials, Mathematics Education, *Teaching Guides
This teachers' guide lists manipulative aids, audio-visual materials, and demonstration materials for use in the elementary school mathematics classroom. Organization of the guide follows that of the California Strands Report (1967-68), as represented by these nine strands of mathematical content: numbers and numerals, geometry, measurements, applications, statistics and probability, sets, functions and graphs, logic, and problem solving. Catalog numbers and addresses of suppliers for all equipment are included. (RS)

ED 052 058 SE 012 062
Kohn, Raymond F.
Environmental Education, The Last Measure of Man. An Anthology of Papers for the Consideration of the 14th and 15th Conference of the U.S. National Commission for UNESCO.
National Commission for UNESCO (Dept. of State), Washington, D.C.
Pub Date 71
Note—199p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Anthologies, *Ecology, *Environment, Environmental Education, Environmental Influences, *Essays, *Human Engineering, Interaction, Pollution
Identifiers—Unesco
An anthology of papers for consideration by delegates to the 14th and 15th conferences of the United States National Commission for UNESCO are presented in this book. As a wide-ranging collection of ideas, it is intended to serve as background materials for the conference theme - our responsibility for preserving and defending a human environment that permits the full growth of man, physical, cultural, and social. Thirty-four essays are contributed by prominent authors, educators, historians, ecologists, biologists, anthropologists, architects, editors, and others. Subjects deal with the many facets of ecology and the environment; causes, effects, and interactions with man which have led to the crises of today. They look at what is happening to man's "inside environment" in contrast to the physical or outside environment as it pertains to pollution of the air, water, and land. For the common good of preserving the only means for man's survival, the need for world cooperation and understanding is emphatically expressed. (BL)

ED 052 059 SE 012 063
Report to The President and The Council on Environmental Quality.
Citizens Advisory Committee on Environmental Quality.
Pub Date Apr 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advisory Committees, Energy, *Environment, Land Use, Pollution, *Quality Control, Reports, *Social Responsibility
A summary of the findings and recommendations of the Citizens' Advisory Committee on Environmental Quality is presented in this report. Specific environmental problems were studied in depth by six subcommittees and reported under the following topics: (1) people and land, (2) energy production and use, (3) pollution abatement, (4) environmental education and citizen responsibility, and (5) priorities and financing. Appended material includes a background of the committee and data on the publication of a committee guide entitled "Community Action for Environmental Quality." (BL)

ED 052 060 SE 012 064
Lehman, David L.
Role Playing and Teacher Education. A Manual for Developing Innovative Teachers.
Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Feb 70
Note—59p.
Available from—CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)
Document Not Available from EDRS.
Descriptors—Biology, Instruction, *Role Playing, *Simulation, *Teacher Education, Teaching Guides, Teaching Skills
The rationale and procedures for using role-playing in teacher education to provide teachers with practice in solving various classroom problems are illustrated by descriptions of 17 simulated situations based on secondary school biology classes. Thirteen simulations of out-of-class situations are also described. For each situation the teacher's objectives are specified, and some of the other participants are assigned

particular roles to provide conflict for teacher to resolve. Techniques of implementing role-playing as a teacher training technique are suggested for inservice and preservice education, with specific dangers and advantages noted. (AL)

ED 052 061 SE 012 065
Creager, Joan G.
Guidelines and Suggested Titles for Library Holdings in Undergraduate Biology.
Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—Pub-32
Pub Date Apr 71
Note—65p.
Available from—CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)
Document Not Available from EDRS.
Descriptors—*Biology, *Booklists, *College Science, Guidelines, *Libraries, Library Material Selection, *Scholarly Journals, Undergraduate Study

Books and periodicals thought suitable for inclusion in undergraduate biology libraries were ranked by 306 biologists. Books which at least 40 percent of the evaluators ranked good or excellend and used by at least 30 percent of the evaluators are listed according to Library of Congress classifications. Each entry provides bibliographic details, number of pages, availability in paperback, price, Library of Congress accession and classification numbers, Dewey Decimal classification number, and the rating received from evaluators. Similar information is provided for periodicals judged highly desirable or essential for upper division undergraduates by 40 percent of the evaluators. The availability of microfilm of back issues of the journals is indicated. Notes on the maintenance of a library collection are included. This edition updates and replaces the CUEBS publication 22. (AL)

ED 052 062 SE 012 066
Withers, John D. Creager, Joan G.
Funds for Undergraduate Biology Departments and How to Find Them.
Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date May 70
Note—24p.
Available from—CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)
Document Not Available from EDRS.
Descriptors—*Agencies, *College Science, Educational Finance, *Financial Support, *Foundation Programs, *Grants, Program Proposals, Research Proposals

The definition of goals and assignment of departmental priorities, the location of the appropriate granting agency or foundation, methods of negotiating with agencies, and techniques for proposal writing are discussed from the point of view of college biology departments wishing to develop teaching or research programs. References to proposal writing and sources of information about funding agencies are included in an annotated bibliography. (AL)

ED 052 063 SE 012 067
Creager, Joan G. Murray, Darrel L.
The Use of Modules in College Biology Teaching.
Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Mar 71
Note—173p.
Available from—CUEBS, 3900 Wisconsin Avenue, N.W., Washington, D.C. 20016 (Free)
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, *Biology, *College Science, Educational Trends, *Instruction, *Instructional Materials, *Units of Study (Subject Fields)

The components, advantages, and applications of modules (self-contained independent units of instruction focusing on a few well defined instructional objectives) in teaching college biology, including their use in investigative laboratories are illustrated by five modules on a variety of topics. The illustrations reproduce written materials used in the modules and provide transcripts of the audio-tape segments used in some. Descriptions of modularized programs, some speculation on their future place in instruction, details of sources of information on module production, and two bibliographies, (on audio-tutorial methods and the use of behavioral objectives and individualized instruction) are included in this report. In some cases, data from preliminary evaluations of the technique are included in the descriptive reports. (AL)

ED 052 064 24 SE 012 068
Bridgham, Robert G.
Severity of Grading in the Sciences and Its Relation to Science Enrollments, Final Report.
Stanford Univ., Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-I-148
Pub Date Apr 71
Grant—OEG-9-9-140148-0045
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, *Enrollment Influences, *Grades (Scholastic), *Grading, Research, Science Education, *Secondary School Science, *Teacher Characteristics

A simple model proposing that grading practices in a high school science course are related to the percentage of eligible students enrolled in that course and in the next course in the science sequence was tested using data from 27 California suburban schools. Ease of grading was considered as the discrepancy between students' mean concurrent grades in non-science courses and the science course, averaged across students of each teacher. The teacher was the major source of variance in ease of grading. The teacher's grading index is relatively stable between years female chemistry students were penalized almost half a grade compared to their other subjects. Other groups were penalized less, with almost no discrepancy for male biology students. When teachers were the analysis unit, there was a positive correlation between ease of biology grading and chemistry nrollment for both sexes, but there were no significant relationships in the chemistry-physics transition. When schools were the analysis unit, ease of grading in chemistry was related to physics enrollments for females. The interpretation that grading practices are causally related to enrollment is favored, although alternate possible explanations are discussed. Some suggestions for refining the model are made. (AL)

ED 052 065 SE 012 090
Humphreys, Lloyd G.
The Curriculum Never Changes - Only the Reason for Offering It Changes.
Pub Date Feb 71
Note—21p.; Paper presented at the American Educational Research Association Meeting, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, Colleges, Curriculum, Curriculum Development, *Educational Change, *Educational Needs, Educational Opportunities, Higher Education, *Relevance (Education), Science Education

This paper presents arguments supporting major curriculum reforms in American colleges and universities. These reforms would create new options to the traditional patterns of education now being imposed on most students. The author suggests "that this reform should follow much more closely the American land grant college tradition than either the liberal arts tradition or the graduate research and scholarship tradition." The curriculum changes recommended by the Carnegie Commission are summarized and supported with certain modest extensions. It is not recommended that the traditional programs be abolished, but that no one program or combination of any two should be allowed to dominate the educational scene. Problem-oriented courses dealing with the physical, biological, and social environment should be given high priority. (PR)

ED 052 066 SE 012 091
Council of Europe Information Bulletin 1/1971.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date 71
Note—70p.
Available from—Council of Europe, Strasbourg, France (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art Education, Conference Reports, Educational Research, *Information Processing, *International Education, *Language Instruction, *Teacher Education
Identifiers—Council of Europe

The first part of this bulletin summarizes the 19th session of the Council for Cultural Co-operation at which delegates discussed satellite communication systems for European higher education, educational technology, educational leave, and standardization of initial tuning frequency for musical instruments. Other meetings summarized include those of experts on research in higher education, technical education, audio-visual aids in teacher training, modern language teaching, and educational documentation and research; of working parties on arts in school curricula, teaching of the mother tongue, pre-school and elementary education, and sports; and symposia on admission of technicians to higher education, grammar in language teaching, adult and continuing education, and road safety education in schools. The second section reprints a report to the Seventh Conference of European Ministers of Education on the progress of international educational organizations concerned with European activities in 1969/70. The report contains sections reporting on activities of the Organization for Economic Co-operation and Development (UNESCO), and the European Communities (Common Market countries). The report highlights new results achieved and conclusions reached in the period, and contains policy decisions for discussion by the Ministers. All educational levels and most disciplines are mentioned by at least one of the organizations reporting. Four books are reviewed. (AL)

ED 052 067 SE 012 093
Segerstrom, Harold G.
Science for Children K-3.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 71
Note—135p.; 1971 Reprint
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary School Science, Grade 1, Grade 2, Grade 3, *Instructional Materials, Kindergarten, *Science Activities, *Science Units

This handbook has been prepared as an aid to teachers, supervisors, and administrators as they select and organize science programs in the elementary grades. It has been organized around six large subject areas: living things; our growing bodies; air, water, and weather; the earth and its composition; the solar system and beyond; and matter and energy. The handbook is organized by grade level in each of the six major areas of study. Each unit contains: (1) purpose of the unit; (2) introduction of the unit; (3) experiences relating to the unit; (4) enrichment; (5) organization and use of information gained (projects, questions); (6) basic understandings to be gained; and (7) vocabulary. (JG)

ED 052 068 24 SE 012 095
George, Edward Y.
Development of a Mathematics Curriculum for Undergraduate Business Students. Final Report.
Bentley Coll. of Accounting and Finance, Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-8455
Pub Date Jun 68
Contract—OEC-1-7-058455-2079
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, *Business Education, College Mathematics, *Mathematical Applications, *Mathematics Curriculum, Statistics

Research reported dealt with designing a mathematics course for undergraduate business students. Of the three groups formed by matching, the control group received traditional instruction in college algebra, utilizing one text, while the two experimental groups used materials selected for their relevance to business students. One experimental group emphasized discovery learning experiences, the other did not.

Hypotheses were: (1) greater transfer of training occurs when materials are taught through discovery experiences; and (2) a mathematics program that is specially tailored to cover basic concepts of decision theory, Boolean Algebra, and numerical analysis will afford significant help for business students to understand and solve management and computer problems. The experiment was discontinued because the material planned was too ambitious to be covered within the scheduled time constraints. It was not possible to completely cover the subject matter as originally outlined in the experiment. (JG)

SO

ED 052 069 SO 000 900

[Catalogues of Third Country Training Resources in East, Near East, and South Asia. Volumes 1 and 2.]

Agency for International Development (Dept. of State), Washington, D.C. Office of International Training.

Pub Date Feb 71

Note—451p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Agricultural Education, Catalogs, Community Development, Course Descriptions, *Developing Nations, Developmental Programs, Educational Programs, Health Occupations Education, *International Programs, Manpower Development, Program Descriptions, *Teacher Education, *Technical Education, Trade and Industrial Education, *Vocational Education

Identifiers—*Asia

Both of these catalogs are part of a series of four official AID publications covering both academic and non-academic training opportunities. These two in particular were developed to encourage increased use by Asians of the regional training resources designed to assist them in the economic and social development of their countries. The catalogues are intended for use as a working tool by both American and host government training officers and technical advisors in determining where to train participants, when to train, and to provide information about technical programs, fees, prerequisites, resource addresses, housing, language of instruction, and the United States involvement with the training resource. There are programs described for: 1) agriculture, 2) industry and mining, 3) transportation, 4) labor, 5) health and sanitation, 6) education, 7) public safety and administration, 8) community development, and 9) communications media. India, Lebanon, Pakistan, Turkey, Iran, Greece, U.A.R. (one), and Afghanistan (one) are included along with Thailand, Philippines, Korea, China, and Japan (one). (Author/AWW)

ED 052 070 SO 001 009

Outlook. Issue No. 2.

Colorado Univ., Boulder. Mountain View Center for Environmental Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—38p.

Available from—Mountain View Center for Environmental Education, University of Colorado, 1441 Broadway, Boulder, Colorado 80302

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, Cultural Education, Curriculum Development, Educational Trends, Elementary Grades, *Environmental Education, *Humanities Instruction, *Interdisciplinary Approach, Learning Processes, *Newsletters, Resource Materials, *Science Education, Teacher Education

This semi-annual publication is concerned with sharing ideas on childhood education by printing: 1) articles which deal, in layman's terms, with all areas of study representing artists, mathematicians, biologists, physicists, philosophers, and teachers of children; 2) letters from readers on topics of general interest; and, 3) reviews of timely books, films, or other materials. In this issue, articles are devoted to: 1) art teaching; 2) a Sioux Reservation learning center, 3) educational language games, 4) excerpts from Plato, 5) curriculum content and the teaching-learning process; 6) a conversation with a child; and 7) a book review. Notes on contributors are included. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (Author/JSB)

ED 052 071 SO 001 097

Citizenship: A Curriculum Guide. Grade Nine.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 70

Note—16p.

Available from—Department of Public Instruction, Room 108, State Office Building, Indianapolis, Indiana 46204 (No charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Citizenship, *Concept Teaching, Critical Thinking, Economic Education, Educational History, Educational Objectives, Elementary Grades, *Grade 9, Political Science, Religion, Resource Guides, *Social Studies Units, *State Curriculum Guides, United States History

This guide is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher, however, content outlines are thorough. An effort has been made to acquaint the teacher with the formulation and use of generalizations as an aid to teaching pupils to think; critically suggested reflective questions are also offered for this purpose. Designed to be used with any textbook, the units are: 1) Development of American Political Institutions; 2) Development of American Educational Institutions; 3) Development of American Economic Institutions; and, 4) Development of American Religious Institutions. Introductory sections of the guide discuss its use, an orientation for the social studies, academic freedom, goals, and learning theory. In addition, a resources bibliography is contained in each. (Author/DJB)

ED 052 072 SO 001 226

Caliguri, Joseph P. Levine, Daniel U.

The Use of Inter-Ethnic Materials in Suburban School Districts in the Kansas City Metropolitan Area.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 69

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, Bias, Board of Education Policy, Classroom Materials, Content Analysis, Curriculum Evaluation, Elementary Grades, Ethnic Studies, *Intergroup Education, *Multicultural Textbooks, School Policy, School Surveys, Secondary Grades, Suburban Schools, Textbook Bias, *Textbook Content, Textbook Evaluation, *Textbook Selection, *Use Studies

Identifiers—*Kansas City, Missouri

This report summarizes an informal survey to determine how extensively inter-ethnic materials are being used in suburban school districts in the Kansas City Metropolitan Area. Data was obtained from responses to a questionnaire distributed to some 100 teachers and administrators from 20 districts enrolled in two courses, fall 1968. In no school or district did a percentage of black or other minority students constitute an appreciable proportion of the student body. Information was sought on the following topics: 1) representation, inclusion, and characteristics of minority groups in textual materials; 2) written policies of school districts on the use of inter-ethnic materials; 3) procedures for the selection of inter-ethnic materials; 4) availability of films, filmstrips, tapes, records, magazines, and other kinds of aids with inter-ethnic content; and 5) procedures utilized by school districts to distribute inter-ethnic materials. Some conclusions are: 1) the situation is very uneven; 2) more systematic efforts are needed to make high quality materials available and to help teachers use them effectively; 3) few districts have written policies encouraging use of such materials; 4) few districts have procedures to ensure adequate selection of a quantity of resources. In conclusion six policies are outlined to devise definite practices for encouraging the use of good inter-ethnic materials. A discussion by Garvin Hudgins on "The Negro Being Integrated Into History" is appended. (Author/JSB)

ED 052 073 SO 001 237

Urban Problems. Grade 9.

Framingham Public Schools, Mass.

Pub Date 70

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Government, *City Problems, *Curriculum Guides, Grade 9, Resource Guides, Secondary Grades, *Social Studies Units, *Teacher Developed Materials, Urban Culture, *Urban Studies

Identifiers—*Massachusetts

This academic year course based on the text, Challenges In Our Changing Urban Society by Goldberg, traces the development of cities and civilizations from their beginnings to the present. The course was written with the assistance of nineteen junior and senior high students and has the following general objectives: 1) to understand the origins and characteristics of cities past and present; 2) to understand the complexities of our urban society today in regard to its people's needs, geography, and government; 3) to understand the uniqueness and similarity of problems facing cities in the United States and the world today; and, 4) to understand the role of the individual citizen and government in urban life today. Each unit lists: cognitive and affective objectives, subject matter, activities, and teaching aids. In addition, reference books, audiovisual aids, and a suggested time sequence for the units are included in the appendices. (Author/AWW)

ED 052 074 SO 001 246

Teaching of Psychology in the Secondary School: Research Studies 1964-1971; Teaching of the Behavioral Sciences in the Elementary School. Selected Bibliographies.

American Psychological Association, Washington, D.C. Clearinghouse on Precollege Psychology.

Spons Agency—American Psychological Association, Washington, D.C.

Pub Date May 71

Note—10p.

Available from—American Psychological Association Clearinghouse on Precollege Psychology, 1200 17th Street, N.W., Washington, D.C., 20036 (single copies only)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Sciences, *Bibliographies, Developmental Psychology, Educational Psychology, Elementary Grades, Human Relations, Individual Psychology, *Mental Health, *Psychology, Resource Guides, Secondary Grades, Social Psychology, *Social Studies

Two bibliographies are now available on precollege psychology. The first lists 24 recent publications on the teaching of psychology at the secondary level. Entries include journal articles, research reports, newsletters, scholarly papers, doctoral dissertations, and government publications. The other bibliography cites 115 references on the teaching of the behavioral sciences in elementary schools. Book entries on this topic are given as well as journal citations and research publications. (Author/JSB)

ED 052 075 SO 001 259

Meetings of the War/Peace Curriculum Implementation Committee of Mount Diablo Unified School District. Workshop Report.

Diablo Valley Education Project, Berkeley, Calif.; Mount Diablo Unified School District, Concord, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 30 Jan 70

Note—50p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Concept Teaching, *Conflict, *Curriculum Development, Educational Objectives, Experimental Curriculum, Inservice Teacher Education, Projects, Reports, Secondary Grades, *Social Studies, *Teacher Workshops, Values, World Affairs, *World Problems

Identifiers—Controversial Issues, *Diablo Valley Education Project, Peace, Values Education, War

This document includes reports from three workshop meetings of a curriculum development committee in the war/peace field. Nine social studies teachers met at the first session for introduction to: 1) the Project and District objectives; 2) the value choices, concepts, and topics making up the war/peace field; 3) some background on community and administrative

support; and, 4) the curriculum development process to be pursued. Activities included presentations by consultants, group discussions, and an optional simulation. Four teams were formed to begin work designing curriculum units using the orienting concept of conflict. The second meeting was held for purposes of: 1) increasing understanding of the concept of conflict; 2) team discussions with consultants having expertise in relevant academic fields; and 3) planning necessary steps for producing teachable units by fall, 1970. The final meeting was devoted to: 1) team presentation of work to date and criticism; 2) planning summer work; and, 3) discussion of types of responses a school system might responsibly make to an international crisis situation similar to Cambodia. In each workshop report agenda, participants, content, and critique are included. Appended to the final report are outlines of completed work by team members on the four units: 1) World War I and the Cuban Missile Crisis as Examples of International Conflict Situations; 2) Conflict; 3) The Habit of Violence; and, 4) Dissent and American Society. SO 001 267 is a report of subsequent committee workshops; other related documents are SO 001 260 through SO 001 266. (Author/JSB)

ED 052 076 SO 001 261

Teaching About War, Peace, Conflict and Change.

Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 71

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Citizenship, Cognitive Objectives, Concept Teaching, *Conflict, Conflict Resolution, *Curriculum Development, Democratic Values, Experimental Curriculum, Program Descriptions, Projects, School Community Cooperation, Secondary Grades, Social Change, *Social Studies, *Values, Violence, World Affairs, *World Problems

Identifiers—Controversial Issues, *Diablo Valley Education Project, Disarmament, Peace, Social Control, Values Education, War

This is a description of the objectives, program activities, and policy of an experimental curriculum development project in the war/peace field. Seven major concepts of content are defined: 1) Identity, 2) Obligation, 3) Change, 4) Power, 5) Conflict, 6) Institutions, 7) Interdependence, 8) Values and the Value Process. Rationale is that educational institutions in this country can move to institute value education in which problems of war and peace, conflict and change, are honestly investigated and analyzed in terms students can see as their own, reinforcing the intelligent and purposeful formation of individual and social values. Specific objectives of the project are listed and activities carried on in these areas are described: 1) Curriculum Unit Development, presently for grades 7 through 11; 2) Teacher Training; 3) Resource Development; 4) Community Involvement; 5) Dissemination of Information; and, 6) Evaluation. Also included is a framework of assumptions focusing on the commitment to the democratic process, and a discussion of policy guidelines on problems of educational change in the war/peace field. An outline of the structure of the Project is given as well as information on the consulting functions of the Center. Appendices include membership lists for Executive Board, Community Advisory Panel, and Consultant Panel, and diagrams of the 1971 program and the curriculum development process. Related documents are SO 001 259 through SO 001 267. (Author/JSB)

ED 052 077 SO 001 264

Marvin, David

World Law.

Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 15 Oct 69

Note—24p.; Paper presented at a Conference, Center for War/Peace Studies, San Francisco, California, March, 1970

Available from—Diablo Valley Education Project, 1730 Grove Street, Berkeley, California 94709 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conceptual Schemes, *Conflict Resolution, Court Litigation, Foreign Policy, *Foreign Relations, *International Education, Laws, Nationalism, Political Issues, Political Power, Political Science, Resource Materials, Social Studies, *Social Systems, World Affairs, *World Problems

Identifiers—Diablo Valley Education Project, *International Law, Peace, Social Control, War

This consultant paper is intended to provide information useful to a goal of this curriculum development project in the war/peace field, that is to encourage students to search intelligently for alternatives to war. The most fundamental assumptions used in thinking about international law are described, including some assumptions about systemic relationships. Several conceptual models of arrangements for management, settlement, or the outright prevention of conflict are presented to define features of three systems of international law: 1) Law of Reciprocity, 2) Law of Cooperation, and 3) Law of Subordination. Included in this analysis is background discussion of the international political system and the balance of powers. In addition, problems raised by the assumptions incorporated in each of the three models are indicated. An annotated bibliography of 23 entries is provided. Other consultant papers from this inservice session are SO 001 262 through SO 001 265; related documents from the Diablo Valley Project are SO 001 259 through SO 001 267. (Author/JSB)

ED 052 078 SO 001 266

Kirkland, Olin

On Conflict: A Curriculum Unit with Comments.

Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 70

Note—91p.; Pre-Publication Copy

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Objectives, Concept Teaching, *Conflict, Conflict Resolution, Curriculum Guides, Experimental Curriculum, *Foreign Relations, *Human Relations, Nationalism, Secondary Grades, Simulation, *Social Studies Units, Values, Violence, World Affairs, *World Problems

Identifiers—Arms Control, Controversial Issues, Futurology, Peace, Revolution, War

This experimental eight week unit is designed to give students a more detailed understanding of the concepts and realities of conflict, violence, war, and international behavior than is usually done with the ordinary piecemeal textbook approach to human interaction. After trial classroom use, it was determined that the activity may be used in whole or in part, integrated into existing curriculum, in courses such as civics, United States history, world history, western civilization, area studies, international relations, anthropology, sociology, or psychology. Operation within the cognitive domain is intended with the last sub-unit on understanding of real-world situations having an impact upon the students affective domain. The other sub-units are: 1) dilemma, introduction of the ideas of ambiguity, paradox, and personality differences; 2) Cycles in Violence; 3) Behavior of Escalation; 4) Theory of Revolution; 5) Measures of Stability, nation-state stability, the modernization process, impact of revolution; 6) Economic Aid and Political Stability; 7) Arms and Insecurity; 8) Impact of Nuclear War; 10) Planning for the Future, measures of probability and study of future events; and, 11) The Inter-Nation Simulation. Some resource materials are included in each sub-unit. For further information see SO 001 259 through SO 001 267. (Author/SBE)

ED 052 079 SO 001 267

Meetings of the 1970-71 War/Peace Curriculum Implementation Committee. Workshop Report.

Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 8 Jan 71

Note—84p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, Cognitive Objectives, Concept Teaching, *Conflict, Conflict Resolution, *Curriculum Development, Experimental Curriculum, Inservice Teacher Education, Interdisciplinary Approach, Projects, Reports, Secondary Grades, Simulation, *Social Studies, *Teacher Workshops, Textbook Evaluation, Values, World Affairs, *World Problems

Identifiers—Controversial Issues, *Diablo Valley Education Project, Peace, Values Education, War

This document reports on second year meetings of a curriculum development project in the war/peace field; SO 001 259 is the first year's report. Twenty-two teachers of English, science, and social studies participated for an introduction to the Project and its goals, and for experience in a conflict simulation game. Other purposes were to: 1) test the application of a new set of criteria for evaluating the value and political assumptions of resource materials and to demonstrate the necessity for such criteria; 2) outline the resources available; 3) present an introductory outline of the technical aspects of curriculum development. The simulation game is described in detail and summary of the discussion on social crisis in the United States is included. Appendices present sample questions from the resource evaluation, and guidelines for preparing a teaching-learning unit. The second workshop was devoted to developing objectives, techniques, and content of interdisciplinary units on Conflict and Conflict Resolution. Included in the appendices are: 1) diagram of Project 1971; 2) definition of the knowledge, affective, and skills objectives to be developed; 3) an outline of developmental ideas on conflict; and, 4) a model unit outline on Methods of Conflict Resolution. Discussion notes give ideas for relating science education to education about war, peace, conflict, and change. Each workshop report lists participants, consultants, and activities. Related documents are SO 001 259 through SO 001 266. (Author/JSB)

ED 052 080 SO 001 284

Families Around the World. The Hopi Family. Teacher's Resource Unit.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—108p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—American Indian Culture, *American Indians, Community Study, Concept Teaching, *Curriculum Guides, Elementary Grades, *Ethnic Studies, *Family (Sociological Unit), Family Role, Grade 1, Human Geography, Human Relations Units, Intergroup Education, Minority Groups, Resource Guides, *Social Studies Units, Social Systems, Sociocultural Patterns

Identifiers—Arizona, *Hopi Indians, Values Education

This teaching guide outlines one of four units prepared for grade 1 on the theme Families Around the World. Background information on the Hopi Indians of northeastern Arizona is given covering geographic site, Hopi cultural environment, ecology, social structure of the family, behavioral concepts, changes in Hopi life, and a typical day description. Concepts, generalizations, skills, and attitudes to be developed are defined in an outline of objectives. Content is divided into 56 teaching strategies and some evaluative activities are also presented in the usual series format. Instructional media to be used are listed. Pupil materials are included in appendices, such as information summaries on Hopi symbols and calendar, art and crafts projects, stories of family and cultural environment, and maps. The total unit sequence for grades 1 and 2 is explained in SO 001 287; other teaching guides in this series for elementary grades are SO 001 275 through SO 001 286. (Author/JSB)

ED 052 081 SO 001 285

Families Around the World. The Quechua Family of Peru. Teacher's Resource Unit.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—141p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—American History, *American Indians, Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Ethnic Studies, *Family (Sociological Unit),

Family Role, Grade 1, Human Geography, Human Relations Units, Quechua, Resource Guides, Rural Environment, *Social Studies Units, Social Systems, Sociocultural Patterns, Socioeconomic Influences
Identifiers—Andes, Incas, Latin America, *Peru, South America
This resource guide outlines one of four units designed for grade 1. Some background material on the Quecha speaking Indians of Peru, Bolivia, and Ecuador is presented for the teacher on the family structure and the economy, emphasizing subsistence, technology, clothing, division of labor, and sexual differentiation of labor. Major concepts generalizations, skills, and attitudes to be developed are outlined in the usual series format. Course content is divided into 72 teaching strategies and instructional materials to be used for each activity are listed. Appendices include many pupil materials, such as maps, geography and art activity worksheets, information summaries, and stories describing family and cultural setting. SO 001 287 outlines the total unit sequence for grades 1 and 2; other related guides in the series are SO 001 275 through SO 001 287. (Author/JSB)

ED 052 082 SO 001 286
Families Around the World. The Soviet Family in Moscow. Teacher's Resource Unit.
Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Citizenship, *Communism, Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Ethnic Studies, *Family (Sociological Unit), Family Role, Grade 2, Human Geography, Human Relations Units, Socialization, *Social Studies Units, Social Systems, Sociocultural Patterns, Urban Culture
Identifiers—Moscow, Russian History, *Soviet Union, Values Education
This resource guide outlines one of a series of units for grade 2. Information on Soviet culture is included for the teacher, describing the urban site, the home, social structure of the family, role relationships in the family, functions of the family in the Soviet Union, and the socialization process. Major concepts related to culture, social organization, social process, location and site are defined, and generalizations, skills, and attitudes to be developed are outlined. Some 60 teaching strategies are presented in the usual format of the series. Instructional aids are listed for each activity, and a general bibliography is also included. Appendices present pupil materials designed for the unit, such as reprints from SOVIET LIFE showing children's poems in English and Russian, student activity worksheets, maps, stories, and directions for some Russian children's games. The total unit sequence for grades 1 and 2 is outlined in SO 001 287; other guides in the elementary social studies series are SO 001 275 through SO 001 286. (Author/JSB)

ED 052 083 SO 001 290
Draayer, Gerald F.
An Evaluation of an Experienced Teacher Fellowship Program in Economic Education.
Ohio Univ., Athens.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 29 Aug 70
Note—305p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Economic Education, *Economics, Higher Education, Models, Practicums, Program Descriptions, *Program Effectiveness, Program Evaluation, Research Skills, *Research Utilization, Teacher Education, Teacher Education Curriculum, *Teacher Programs
Identifiers—*Experienced Teacher Fellowship Program
A total of 21, masters or doctoral candidate, experienced teachers participated in this full-year teacher education program conducted at Ohio University. The specific objectives were to provide teachers with: 1) a systematic program of study; 2) a substantive background in economics with emphasis on the analytical methods; 3) assistance in using these methods of inquiry in the development of elementary and secondary social science curricula; and, 4) knowledge of the new curriculum materials out of the research and development projects. With the purpose of the study to evaluate this program the focus was on: 1) the priority of the educational needs to which the program objectives were directed; and, 2) the program effectiveness and efficiency in meeting these needs. The procedures used were based on the model developed by the Center for Instructional Research and Curriculum Evaluation (CIRCE). The program rationale was analyzed first, then the data were organized around three major gestalts including: antecedents, transactions, and program outcomes. Formative evaluation of changes during the operation of program were analyzed within these gestalts. Monitoring occurred on a day-to-day basis with additional data gathered from observations made by a CIRCE evaluator who interviewed participants, faculty, and administrators. The study revealed that the objectives, content, and methods were well-suited for an effective long-term program in economic education. (Author/SBE)

ED 052 084 SO 001 302
War/Peace Report. What Should Kids Be Taught About Peace and War? Volume 11, Number 1.
New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date 71
Note—10p.
Available from—Center for War Peace Studies, 218 East 18th Street, New York, New York 10003 ($5.00; United States Student Rate, $3.50; Single Copies, $.60)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, *Conflict, Conflict Resolution, *Curriculum Development, Educational Trends, *Foreign Relations, Government Role, Humanism, International Education, Nationalism, *Newsletters, Social Studies, Social Values, Student Attitudes, Values, Violence, *World Affairs
Identifiers—Disarmament, Future History, *Peace, Values Education, War
This article is reprinted from a monthly publication of fact and opinion on progress toward a world of peace with justice. The feature article presents a dialogue among educators who have been designing strategies for war/peace studies. Speaking on the topic in the title were: James Becker, director of Foreign Policy Association's School Service Program; Robert Freeman, director of Diablo Valley Education Project in California; William Nesbitt, director of Studies in International Conflict project; Betty Reardon, director of World Law Fund's School Program; and president of Bank Street College of Education, John Niemeyer, as moderator. Discussion gives some sharp insights into: 1) student attitudes on wars: inevitable and necessary; 2) problems in developing curriculum on war/peace; 3) world order and alternatives to the tradition of nation-state organization; 4) role of the school as an agent of change; 5) school community relationship; 6) values; 7) conflict resolution; 8) individual psychology; and 9) future history. The newsletter is available by subscription. (Author/JSB)

ED 052 085 SO 001 312
Modern Problems. Grade 12.
Wilmington Public Schools, Del.
Pub Date 69
Note—114p.
Available from—Curriculum Center, Wilmington Public Schools, Box 869, Wilmington, Delaware 19899 ($5.00)
Document Not Available from EDRS.
Descriptors—Citizenship, City Problems, Crime, Critical Thinking, *Curriculum Guides, Democracy, *Democratic Values, Grade 12, Inquiry Training, *Interdisciplinary Approach, Learning Activities, *Problem Solving, Resource Guides, Secondary Grades, *Social Problems, Social Sciences, World Problems
Identifiers—Delaware, *Values Education
The general purpose of the twelfth grade course is to help the student assume his role as a decision-maker in a democratic society. The nature and complexity of contemporary problems are examined using this guide to enable the student: 1) to analyze alternative solutions to these problems; 2) to develop attitudes and values appropriate to a democratic society; 3) to learn how to acquire a fund of knowledge which will enable him to participate intelligently in the political and cultural life of his times; and, 4) to develop the skills necessary for critical thinking. Three major social science disciplines and history are the integral parts of this interdisciplinary course: economics, political science, and sociology. The guide is flexible with each unit containing an overview, objectives, content questions, learning activities, and resources. The units and suggested times are: 1) Man in Society, two weeks; 2) Is Our Constitutional Democracy Adequate; six weeks, 3) Urban Problems, seven weeks; 4) The American Economic System, seven weeks; 5) Crime as a Problem in the United States, two weeks; and, 6) The Causes of World Tensions, seven weeks. (Author/SBE)

ED 052 086 SO 001 341
Area Studies on U.S. Campuses: A Directory.
International Council for Educational Development, New York, N.Y.
Pub Date Mar 71
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, College Programs, *Cross Cultural Studies, Directories, *Ethnic Studies, Geographic Regions, Higher Education, Intercultural Programs, International Education, *Language and Area Centers, *Social Sciences
Identifiers—Africa, Asia, Canada, Europe, Latin America, Soviet Union, United States
This publication lists area programs of study in international education at United States colleges and universities. Inclusiveness over selectivity has been favored; simple faculty review committees are included, as well as full area studies programs offering graduate and undergraduate programs. Part I of the directory is a listing by state, giving area program or center's name, institution address, and director. In Part II the programs are indexed by the following geographical regions: 1) Sub-Saharan African Studies; 2) General Asian Studies, including Oceanic Studies; 3) Canadian and North American Studies; 4) East Asian Studies; 5) East European and Russian Studies; 6) Latin American Studies, including Caribbean Studies; 7) Middle Eastern and North African Studies; 8) Multi-Area and Rotating Area Studies; 9) South Asian Studies; 10) Southeast Asian Studies; and, 11) West European Studies. Annual revisions of the directory are intended and the next issue will also include area studies programs and centers in other countries. (Author/JSB)

ED 052 087 SO 001 344
Red Letter Days in Black History. Curriculum Guide. Grade 3.
Camden City Schools, N.J.
Pub Date Sep 70
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, *Cultural Awareness, Curriculum Enrichment, Curriculum Guides, Elementary Grades, Enrichment Activities, Grade 3, *Intergroup Education, *Negro History, *Social Studies Units, Teacher Developed Materials
Identifiers—Calendar Celebrations, *New Jersey
This third grade unit has three major goals: 1) To encourage pride, appreciation, and respect for Blacks in the minds of Black boys and girls; 2) To help Whites recognize that Blacks have been a contributing force in the growth of our country; and, 3) To promote an understanding of the similarities of all people and respect for their differences. It highlights significant days in American history, by providing student activities and teacher materials for their celebration. The student activities are arranged according to the months of the year in which prominent Blacks were born, died, or made significant contributions to the growth of America. In an appendix, ten pages of booklists and media resources on Black History are available. (Author/AWW)

ED 052 088 SO 001 367
Carvell, Fred Tadlock, Max
It's Not Too Late.
Pub Date 71
Note—328p.
Available from—Glencoe Press, 8701 Wilshire Boulevard, Beverly Hills, California 90211 ($3.95)
Document Not Available from EDRS.

Descriptors—Citizenship Responsibility, Conservation Education, Ecological Factors, *Ecology, *Environment, Environmental Education, *Human Geography, Industrialization, Natural Resources, Physical Environment, Pollution, Social Change, Social Environment, Social Planning, *Social Problems, *Social Responsibility, Socioeconomic Influences, Values
Identifiers—*Ecosystems, Social Control
This book contains 23 articles related to: 1) the scope of ecological concern; 2) our changing environment; 3) examples of attacks on the problem; 4) establishing priorities; and 5) the value judgments that are posed as a result of our growing ecological awareness. Selections express the divergent experience, professional backgrounds, and attitudes of authors who are professors, scientists, journalists, naturalists, social scientists, and novelists. An attempt was made to include articles that were in the main constructive in describing problems or posing solutions. The articles are organized in five chapters; a focus for viewing overall content is provided in the prologue and epilogue. As introduction, three possible philosophical positions related to environment are described: 1) that the ultimate control of the earth lies outside man; 2) that the destiny of man and the earth is in his hands; and 3) that man cannot and perhaps should not control his entire destiny, and yet by virtue of his rational nature he will always act to control significant portions of his future. The purpose of this book is to offer sufficient evidence that man can alter his values, his behavior, and his institutions in time to change and improve his natural and social environments. Photographs appearing in this volume were among those submitted to a "Psychology Today" contest to best depict problems of the environment. (Author/JSB)

ED 052 089 SO 001 372
Smith, R. Irvine
Men and Societies. Experimental Courses in the Humanities and Social Sciences, in Schools, Colleges and Universities in Great Britain and the United States.
Pub Date 68
Note—242p.
Available from—Humanities Press, Inc., 303 Park Avenue South, New York, New York ($6.00)
Document Not Available from EDRS.
Descriptors—*Case Studies (Education), Comparative Education, Course Descriptions, Curriculum Design, *Educational Experiments, Educational Innovation, Educational Objectives, Educational Philosophy, *Experimental Curriculum, Higher Education, *Humanities, Humanities Instruction, Liberal Arts, Program Descriptions, Relevance (Education), Secondary Grades, *Social Sciences, Social Studies
Identifiers—*Great Britain, United States
In this book, twenty-two contributors offer their individual perspectives on teaching the humanities and social sciences to non-majors in secondary and higher education. Rather than a coherent discussion of classic curricular problems, the book offers a collection of pieces of evidence about what teachers chose to when they had a free hand to create their own courses. All the courses described were experimental, and are being constantly revised or replaced. The accounts of these courses reveal the basic values of the contributors, and describe how these values found educational expression. Contributors were not selected in order to present some particular fashion in teaching: they were people known to be exploring approaches to the study of society with non-specialists, who were willing to describe, and discuss their work. Some common concerns emerge from these individual highly variable approaches and ideas: the effort to reinterpret contemporary culture and to define a general education for the society as a whole; end-products vs. processes; relevance; and, the interrelationships between disciplines. Among the experiments described are: 1) the humanities program at San Francisco State College; 2) social studies at Swakeleys Secondary School; 3) World War I as a general studies course; and 4) studying society in the sixth form at Warford Grammar School. (Author/JLB)

ED 052 090 SO 001 376
McGeeney, Patrick
Parents are Welcome.
Pub Date 69
Note—196p.
Available from—Humanities Press, Inc., 303 Park Avenue, South, New York, New York 10010 (Cloth, $3.75; Paper, $2.25)
Document Not Available from EDRS.
Descriptors—Administrator Role, *Comparative Education, Educational Methods, Educational Objectives, Educational Problems, Elementary Schools, Family School Relationship, Parent Attitudes, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Program Descriptions, Public Relations, *School Community Programs, School Community Relationship, School Surveys, Secondary Schools
Identifiers—*England, Junior Schools, Plowden Report
This book describes existing examples of good practice in parent-teacher relations in schools in England as a guide for other schools to develop innovative techniques. Observations are based on the responses of headmasters of some 30 schools the author visited. The opening chapter touches upon attitudes toward parent-teacher cooperation, specifically openness or hostility; Chapter 2 summarizes evidence from research in this field. In the next two chapters, the strengths and limitations of traditionally well established methods of bringing parents and teachers together such as open days, private interviews, socials, fund raising, and constructional work are discussed, as well as accounts of schools which have developed these methods in less conventional ways. Further chapters deal with: 1) the controversial question of how parents and teachers can most effectively become partners in the education of children; 2) involving reluctant and less easily motivated parents; 3) the special problems of secondary schools. In conclusion, the author speculates on the implications of these techniques of home school relations observed in England. Chapter notes are given and appendices include: 1) a summary of parental involvement at a junior school; 2) dialogue of a parent interview; 3) parent questionnaire from a primary school; 4) home learning experience pamphlets; and 5) a junior school headmaster's letter to parents. (Author/JSB)

ED 052 091 SO 001 380
Lynch, Hillquit, Ed.
Proceedings of the Southwestern Sociological Association.
Southwestern Sociological Association.
Spons Agency—Henderson State Coll., Arkadelphia, Ark.
Pub Date 70
Note—423p.; Vol 20
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Conference Reports, Educational Methods, Educational Sociology, Family (Sociological Unit), *Literature Reviews, Mexican Americans, *Research Reviews (Publications), Social Behavior, Socialization, Socially Deviant Behavior, Social Psychology, Social Welfare, *Sociology, Student Alienation, Urban Studies
Identifiers—*Social Research
This publication is a collection of the 80 papers presented at the 1970 meetings of the Association in Dallas, Texas. The major concerns of the group are indicated by the topic headings of the many sessions: 1) the sociology of work; 2) the sociology of student life: conformity and alienation; 3) sociological theory; 4) the sociology of the family; 5) deviant behavior; 6) Mexican American's cultural and personal identity; 7) graduate student research papers; 8) socialization and personality; 9) Mexican American's achievement, motivation, and assimilation; 10) the sociology of health; 11) community research; 12) cross national perspectives; 13) training sociologists; 14) sociology in secondary schools; 15) Latin American politics and brain drain; 16) sociology of cities and towns; 17) undergraduate social welfare education; 18) political sociology; and, 19) social psychology. In all, there are approximately 50 research reports, 11 reviews of research, 13 reviews of the literature, and about 6 position papers on these various topics. (SBE)

ED 052 092 SO 001 406
Clements, H. Millard And Others
Social Study: Inquiry in Elementary Classrooms.
Pub Date 66
Note—411p.
Available from—The Bobbs-Merrill Company, Inc., Kansas City, Missouri ($6.50)
Document Not Available from EDRS.
Descriptors—Cognitive Processes, Concept Teaching, Creative Teaching, Discovery Learning, *Educational Environment, *Educational Strategies, Elementary Education, Elementary Grades, *Inquiry Training, Political Influences, Questioning Techniques, Social Influences, *Social Studies, *Teacher Education Curriculum, Teaching Techniques
This book on inquiry in elementary classrooms has four major parts. Part I, Social Study, explores the intellectual space within which social study can take place; what content is characteristically social content; and, what thought behavior is typical of study. Special attention is given to skills of inquiry relevant to studying social events and to the way in which the language we use may block or facilitate the discovery or invention of useful social concepts. Part II, The Challenge of Teaching, explores the social and political space within which teachers can maneuver because study goes on within a socio-political context, as well as within an intellectual context. This context is woven out of the interrelations of people, power, roles, and prerogatives found in schools. Part III, Tasks of Instruction, describes specific problems encountered in teaching and learning about social events. This section describes ways to work with children that are well within the bounds of the "politically" possible and the educationally practical, yet they stress an encounter with study that is powerful in its intellectual significance. Part IV, Speculative Resources, presents collected articles considered to be thoughtfully provocative statements by social scientists and schoolmen about the problems of social studies. (Author/AWW)

ED 052 093 SO 001 414
Lumsden, Keith G., Ed.
Recent Research in Economics Education.
Stanford Univ., Calif.
Spons Agency—General Electric Foundation, Ossining, N.Y.
Pub Date 70
Note—245p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($6.95)
Document Not Available from EDRS.
Descriptors—Classroom Research, *Comparative Education, *Computer Assisted Instruction, Curriculum Research, *Economic Education, Economics, Educational Development, *Educational Strategies, Elementary Grades, Higher Education, Instructional Innovation, Instructional Media, Junior Colleges, Multiple Choice Tests, Secondary Grades, *Simulation, Student Testing, Teaching Methods
Identifiers—*Great Britain
In the summer of 1968, the second conference on new developments in the teaching of economics was conducted at Stanford University. For four weeks forty selected professors revised ideas on many basic economic education issues: methodology, innovative techniques, effective teaching, and ways of improving economics courses. As a result of this dialogue fourteen papers were written surveying economic education: 1) On Crossing the Pons Asinorum of Sophomore Economics; 2) A Psychologist Looks at the Teaching of Economics at the Undergraduate Level; 3) Multiple Choice Questions in Elementary Economics; 4) The Economics of Teaching: The Role of TIPS; 5) Factors Affecting Student Learning of Elementary Economics; 6) Policy Making in a Simulated Environment; 7) Computer Time-Sharing and the Teaching of Economics; 8) Computer Experiments in Marginal Analysis; 9) Playing the Market Game; 10) More on the Use of Mathematics in the Teaching of the Principles Course; 11) Controversial Issues in the Teaching of Economics; 12) The Teaching of Economics in Britain; 13) Economics Education in the United Kingdom; and, 14) Economics Education in the Community Junior Colleges. (Author/AWW)

ED 052 094 SO 001 415
King, Edith W.
Worldmindedness; The World: Context for Teaching in the Elementary School.
Denver Univ., Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71
Note—238p.
Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 ($3.95)
Document Not Available from EDRS.
Descriptors—Affective Objectives, Community Study, Concept Teaching, *Cross Cultural Studies, Cultural Awareness, *Curriculum Development, Elementary Grades, Ethnic Studies, *Humanism, Humanities Instruction, Instructional Materials, Integrated Curriculum, *Interdisciplinary Approach, International Education, Learning Activities, *Social Studies, Social Values, Teacher Education, Teaching Techniques, Urbanization
Identifiers—Universalism, *Values Education

This book is designed to enhance a teacher's awareness of the possibilities that exist for teaching a broader and more worldly elementary curriculum. It is intended for use in pre-service training, especially social science methodology courses and in-service workshops, as well as for the professional growth of experienced personnel. Two basic positions are postulated: 1) that a humanistic framework is necessary for the social sciences; and, 2) that social sciences and the arts should be integrated. The text presents programs, techniques, models, designs, and projects for incorporating "worldmindedness" into the social sciences, and the language arts, music, art, and literature into the elementary school curriculum. Many of these learning activities are an outgrowth of Worldmindedness Institutes held at the University of Denver. In addition, the effects of an urbanized world are examined and ways in which the school community can be utilized to develop a sense of world-wide community among children, parents, and teachers are suggested. The volume closes with a discussion of teacher preparation and training in world dimensions. An extensive bibliography lists pertinent readings, books, pamphlets, articles or monographs to coincide with topics and material discussed in each chapter. Appendices include: 1) Materials of the Social Science Education Consortium; 2) MATCH Units; 3) Periodicals of Special Interest in Interpreting Negro Life in America. (Author/JSB)

ED 052 095 SO 001 420
Social Science Research Council Items. Volume 25, Number 2.
Social Science Research Council, New York, N.Y.
Pub Date Jun 71
Note—12p.
Available from—Social Science Research Council, 230 Park Avenue, New York, New York 10017
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Demography, Fellowships, Grants, Migration, *National Demography, *Newsletters, *Population Trends, Social Change, *Social Sciences
Identifiers—United States

Along with a substantive article on a selected topic within the social sciences, this quarterly newsletter customarily carries news of committee activities, fellowships and grants awarded, and announcements of recent publications. The article in this issue is "People of the United States in the Twentieth Century: Continuity, Diversity, and Change". It comprises sections of the concluding chapter of "People of the United States in the Twentieth Century," one in a series of monographs planned by a former Council committee, and the Bureau of the Census. The article provides an historical sketch of demographic factors in the United States, such as fertility, morality, migration, and nativity, and their relationship to a changing cultural context. Though the newsletter is intended primarily as a house organ, those interested in receiving it should request that their name be placed on the mailing list. (JLB)

ED 052 096 SO 001 424
Hubert, Frank W. R. And Others
Intercultural Education Series. An Introduction to Selected Latin American Cultures.
Bryan Independent School District, Tex.; Texas A and M Univ., College Station.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-1
Pub Date 67
Note—174p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American History, *Area Studies, Comparative Education, *Cross Cultural Studies, Cultural Awareness, Elementary Grades, *Humanities, Intercultural Programs, International Education, *Latin American Culture, Resource Materials, Secondary Grades, *Social Studies
Identifiers—*Latin America, Programa de Educacion Interamericana, Texas

This is the first publication in a series developed by the Programa de Educacion Interamericana designed to enrich and strengthen the knowledge and understanding of Texas teachers and students in the field of intercultural education, with particular reference to Mexico and the republics of Central and South America. The project hopes to produce a new strategy for education which will foster and enhance cultural empathy wherever areas of study in elementary and secondary education relate to any aspect of Latin America. The articles in this volume were prepared to provide the teacher with an overall cultural base with specific examples: 1) Culture and Education: A Rationale for Programa de Educacion Interamericana; 2) Society and Education in Brazil; 3) Language and Cultural Empathy; 4) Philosophy of Latin America: Yesterday and Today; 5) Political Economy of Latin America; 6) The History of Latin America; 7) Contrasts of Peru and Brazil; 8) Social Forces in Latin America. Statistical data, biographical information on key persons in Latin America, and quite extensive bibliographies accompany almost every chapter. Curriculum materials, teaching guides, and other resources in the Monograph Series are: SO 001 425 through SO 001 428. (Author/VLW)

ED 052 097 SO 001 425
Dean, Frances F.
Intercultural Education Series. A Selected, Annotated Bibliography of Inter-American Teaching Aids for Art, English Language Arts, Music, Social Studies, and Spanish.
Bryan Independent School District, Tex.; Texas A and M Univ., College Station.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-2
Pub Date 67
Note—312p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Annotated Bibliographies, *Area Studies, Art, *Audiovisual Aids, *Cross Cultural Studies, Cultural Awareness, Humanities, *Instructional Materials, Intercultural Programs, International Education, Language Arts, *Latin American Culture, Music, Resource Guides, Secondary Grades, Social Studies, Spanish, Spanish American Literature
Identifiers—*Latin America, Texas

This bibliography was compiled by the Programa de Educacion Interamericana for teachers who need ready sources of good information useable in the classroom, and suitable for a given grade level. The major division of entries is by country in Central and South America, with sections for Canada and the United States. Within each section, entries are arranged according to subject matter: art and the crafts, English language arts, music, the social studies, and Spanish. These teaching areas are further subdivided as follows: 1) publications, with separate listings for books, periodicals, leaflets, pamphlets, fact sheets, and special issues; 2) visual aids, including films and filmstrips or slides; and, 3) listening aids, with records and tapes. Complete bibliographic citations and the suggested grade level are listed for each entry. An appendix contains: publishers, and addresses, producers and rental sources of films, and a short list of free materials. Selected readings are included in SO 001 426; SO 001 424 describes the Programa, and lists the other resources in the series. (Author/VLW)

ED 052 098 SO 001 426
Jones, Earl, Ed.
Intercultural Education Series. Selected Latin American Literature for Youth.
Bryan Independent School District, Tex.; Texas A and M Univ., College Station.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-3
Pub Date 68
Note—163p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Area Studies, *Cross Cultural Studies, Cultural Awareness, Elementary Grades, Humanities, Instructional Materials, Intercultural Programs, International Education, Language Arts, *Latin American Culture, Secondary Grades, Social Studies, *Spanish American Literature, *Supplementary Reading Materials
Identifiers—*Latin America, Texas

The appearance of this collection of readings partially fulfills one of Programa de Educacion Interamericana's objectives described in SO 001 424: that of helping our students become better acquainted with the literature of Latin America. This volume was not prepared for just literature or Spanish classes; the introductions and the works cover a wide range of economic, social, and historical aspects which should help enliven the textbook materials, and provoke interest and further research. Poems, short stories, songs, legends, and non-fiction were chosen, but not in equal proportions. Some authors are famous, some nearly unknown; some works are from the earliest times, one was written last year. Those included have been carefully selected for youth with something for almost everyone in the intermediate and secondary grades; many primary school children can also profit from some of the readings when read by the teacher. Availability, permission to publish, ease of translation, and relation to the study of Latin America played a hand in selection. The Library of Congress, Guide to Latin American Literature in Translation, is a source for further acquisitions. A short suggested reading list for students is included in the appendix with others noted in SO 001 425. (Author/VLW)

ED 052 099 SO 001 427
De Armond, Louis And Others
Intercultural Education Series. Some Perspectives on Inter-America.
Bryan Independent School District, Tex.; Texas A and M Univ., College Station.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-4
Pub Date 68
Note—143p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American History, *Area Studies, Art, *Cross Cultural Studies, Cultural Awareness, Elementary Grades, *Humanities, Intercultural Programs, International Education, *Latin American Culture, Music, Resource Materials, Secondary Grades, *Social Studies, Spanish American Literature
Identifiers—*Latin America, Texas

This publication of the Programa de Educacion Interamericana builds upon the overall cultural base on Latin America presented for the teacher in SO 001 424 by providing additional information for understanding past and present events. It also presents, in general view, the development of music, literature, and art. A third dimension is introduced, creativity as it applies to the methodology of teaching. The chapters are: 1) Historical contrasts between Ibero and Anglo America; 2) Inflation in Latin America; 3) Notes on the Latin American Mind; 4) Developing an Approach to Creativity; 5) America and Art; 6) Music in the Americas; and, 7) Spanish American Literature for United States Readers. Bibliographies of suggested reading accompany each chapter; other resources in the Monograph Series are: SO 001 425 and SO 001 426. (Author/VLW)

ED 052 100 SO 001 428
Jones, Earl, Ed. Dean, Frances, Ed.
Intercultural Education Series. The Americas and Self-Identification.
Bryan Independent School District, Tex.; Texas A and M Univ., College Station.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Monogr-5
Pub Date 70
Note—153p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Area Studies, *Cross Cultural Studies, Cultural Awareness, Elementary Grades, *Humanities, Instructional Design, Intercultural Programs, International Education, *Latin American Culture, Resource Materials, Secondary Grades, Self Concept, *Social Studies, Spanish Americans, Spanish Culture, Teaching Methods

Identifiers—*Latin America, Texas

This is the final monograph in the Programa de Educacion Interamericana resource series on Latin America: SO 001 424 through SO 001 428. Two main sections are contained here: 1) philosophical and methodological approaches to the problems of teaching the social studies, and 2) ammunition in knowing the Americas so they can be taught better. The chapters are: 1) Self-Identification and World View; 2) The Self and Others; 3) Effecting Attitude Changes through Educational Technology: Fact or Fancy; 4) Using Literature in the Teaching of Social Studies; 5) Sample Strategies for Creative Instruction in Social Studies; 6) The French Contribution to the Texas Heritage; 7) Latin America: One and/or Many, a Philosophical Exploration; 8) Non-Estate Small-Scale Farming in the Caribbean and Guyana; 9) French Influence in the Literary and Artistic World of the Western Hemisphere; 10) A Portrait of Mexico; 11) Spain: Its People, Language, and Culture; 12) Songs, Instruments, and Dances of the Americas. Bibliographies of suggested readings accompany each chapter. (Author/VLW)

ED 052 101 SO 001 440

Teaching Personal Economics in the Social Studies Curriculum.

Joint Council on Economic Education, New York, N.Y.

Pub Date 71

Note—95p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($2.50)

Document Not Available from EDRS.

Descriptors—American Government (Course), American History, Annotated Bibliographies, Civics, *Consumer Economics, *Consumer Education, *Economic Education, Economics, Fundamental Concepts, Money Management, Secondary Grades, Social Sciences, *Social Studies, *Teaching Guides, Teaching Techniques, World History

The purposes of this guide, for use at the secondary level, are to: 1) define the nature and scope of personal economics, indicating specifically six major forms of economic activity that individuals engage in; 2) identify basic ideas and concepts within each of these six categories; 3) describe a process of personal economics decision-making; 4) provide a "personal economics grid" that relates the major areas of personal economic activity to the decision-making process, and to the effects on the economy as a whole; and, 5) suggest a method of teaching personal economic understandings and provide specific curriculum applications. The areas of the social studies curriculum chosen for emphasis are: civics/government, American and world history, economics, and the other social sciences. Part II of this guide sets out the structure, ideas, and concepts of personal economics; examines an analytical framework by which teachers can translate the aims and content of the structure into viable study units; and, offers teaching suggestions for use in the three subject areas mentioned above. Sample teaching units, including objectives, economic overview, and teaching techniques are included. Part II is comprised of a postiion paper for the Personal Economics Project, by Meno Lovenstein; a few diagrams which can be used as tools of analysis; and, a section on selected study materials, both print and non-print, all annotated. (Author/JLB)

ED 052 102 SO 001 444

World Peace News. Volume 2, Number 6.

Pub Date Jun 71

Note—32p.

Available from—World Peace News, 777 United Nations Plaza, Room 11G, New York, New York 10017 ($5.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conflict, Educational Trends, *Foreign Relations, Intercultural Programs, *International Education, International Organizations, International Programs, Laws, *Newsletters, Social Studies, World Affairs, *World Problems

Identifiers—International Law, *Peace Disarmament, Social Control, United Nations, Values Education, War

The purpose of this independent monthly newsletter is to report what universities, non-governmental organizations, governmental agencies, the United Nations, religious groups, and concerned individuals do and think about peace and the development of enforceable world law. Main articles in this issue are on the following: 1) pollution as a worldwide problem; 2) China policy; 3) comments by Margaret Mead on peace and world politics; 4) activities of the American Field Service International Scholarships program; 5) United Nations and world population control; and, 6) a report on the World Order Committee of the Foreign Relations Task Force, White House Conference on Youth, held April 18-22 at Estes Park, Colorado. Correspondence from readers is regularly included, as well as news of the United Nations and notices of other international organization's activities. Future issues of this newsletter are available only by subscription. (Author/JSB)

ED 052 103 SO 001 466

Bender, David L., Ed.

Constructing a Life Philosophy: An Examination of Alternatives. Opposing Viewpoints Series.

Pub Date 71

Note—82p.; Vol 4

Available from—Greenhaven Press, Box 831, Anoka, Minnesota 55303 (Paperback, $1.95)

Document Not Available from EDRS.

Descriptors—Beliefs, Concept Teaching, Discussion (Teaching Technique), *Ethical Instruction, Ethical Values, Instructional Materials, Moral Issues, *Moral Values, Personal Growth, *Personal Values, *Philosophy, Questioning Techniques, Reading Materials, Religion, Secondary Grades, *Social Studies Units

Identifiers—Astrology, *Values Education

Fourteen brief reading selections from philosophical statements of ancient and modern writers are presented with brief introductions, questions, and individual and group exercises. The purpose of the collection is to stimulate students toward philosophical, thought and discussion based on alternatives. Readings are drawn from: 1) Plato's, Parable of the Cave; 2) the Jerusalem Bible; 3) Machiavelli; 4) Billy Graham; 5) Joseph Fletcher's, Situation Ethics; 6) Richard Robinson's, An Atheist's Values; 7) Robert L. Heilbroner's, The Quest for Wealth; 8) Sir Sarvepalli Radhakrishnan's, The Hindu View of Life; 9) Grant Lewi's, Astrology for the Millions; 10 Ralph Metzner's, Astrology: Potential Science and Intuitive Art; 11) Corliss Lamont's, Humanism Believes; and, 12) an Ann Lander's column, How to Tell Right from Wrong. For further reading, a selected periodical bibliography is appended, citing recent articles from relatively popular magazines. (Author/DJB)

ED 052 104 SO 001 467

McCuen, Gary E., Ed.

America's Prisons: Correctional Institutions or Universities of Crime. Opposing Viewpoints Series.

Pub Date 71

Note—90p.; Vol 5

Available from—Greenhaven Press, Box 831, Anoka, Minnesota 55303 (Paperback, $1.95)

Document Not Available from EDRS.

Descriptors—*Correctional Rehabilitation, *Corrective Institutions, Crime, *Criminology, Discussion (Teaching Technique), Federal Programs, Institutional Environment, Institutional Facilities, Institutional Personnel, Institutional Role, Instructional Materials, Prisoners, Public Affairs Education, Reading Materials, Secondary Grades, *Social Problems, *Social Studies Units

Identifiers—*Controversial Issues

What are prison conditions like in America today? Do prisons protect society and rehabilitate prisoners? Should punishment be part of a prison sentence and does the fear of punishment deter crime? These and other issues are explored in this illustrated book of readings and student exercises exphasizing critical thinking skills. Selections are from: 1) the Federal Bureau of Prison's, Thirty Years of Progress; 2) No Man is an Island by Chief Justice Warren E. Burger; 3) Sexual Assaults in the Philadelphia Prison System and Sheriff's Vans by Alan J. Davis; 4) the Furtune Society's How to Be Best; 5) Too Good for Arkansas: One Year of Prison Reform by Tom Murton; 6) the Federal Bureau of Prison's, 1969 Annual Report; 7) Crime in America by Ramsey Clark; 8) Lay-Keepers Have Rights, Too: Rapist Gets 48 (hours a week) in Jail by Melvin Munn; 9) The Problem of Prisons by David F. Greenberg; 10) The Crime of Punishment by Karl Menninger, M.D.; 11) Capital Punishment: Has it Become Cruel and Unusual by Arnold W. Green, and, 12) Law and the Prosecution of Crime by Bettina Bien. Appended are the locations of institutions within the Federal Bureau of Prisons, sources of information on state institutions, and books containing critical commentary on prisons and criminal justice. Related documents are: SO 001 466, SO 001 468, and SO 001 469. (Author/DJB)

ED 052 105 SO 001 468

McCuen, Gary E., Ed. *Bender, David L., Ed.*

The Ecology Controversy: Opposing Viewpoints. Critical Issues Series.

Pub Date 70

Note—101p.; volume 3

Available from—Greenhaven Press, Box 831, Anoka, Minnesota 55303 (Paperback, $1.95)

Document Not Available from EDRS.

Descriptors—Case Studies, Discussion (Teaching Technique), *Ecology, *Environmental Education, Pollution, Population Trends, *Problem Solving, Public Affairs Education, Questioning Techniques, Radiation Effects, Reading Materials, Secondary Grades, *Social Problems, *Social Studies Units, Social Values, Socioeconomic Influences

Ecological problems are explored in this book of sixteen student readings and exercises aimed at developing and applying critical thinking skills. The readings, mostly extracts from books and periodicals, are introduced by the editor and accompanied by questions. Chapter I, The Population Controversy, includes selections from Paul Ehrlich's The Population Bomb, and Pope Paul VI's Encyclical on Birth Control. Chapter II, The Nuclear Radiation Controversy, includes a case study involving litigation by a state against the Atomic Energy Commission. Chapter III, The Air Pollution Controversy, includes articles from Nation's Business, a U. S. Chamber of Commerce publication, The Progressive, and a publication of the Inter-Industry Emission Control Program. Chapter IV, The Religious, Political and Economic Consequences of the Ecology Controversy, includes selections from several university professors. A list of sources for more ecological information is appended. Related documents of interest are: SO 001 466, SO 001 467, and SO 001 469. (Auth/DJB)

ED 052 106 SO 001 469

McCuen, Gary E., Ed. *Bender, David L., Ed.*

The Radical Left and the Far Right. Fringe Groups Speak on the Problem of Race. Opposing Viewpoints Series.

Pub Date 70

Note—85p.; Vol 1

Available from—Greenhaven Press, Box 831, Anoka, Minnesota 55303 (Paperback, $1.95)

Document Not Available from EDRS.

Descriptors—*Black Power, Discussion (Teaching Technique), *Human Relations Units, Instructional Materials, Opinions, *Political Affiliation, Political Attitudes, Political Issues, Public Affairs Education, Questioning Techniques, Race Relations, Racial Attitudes, *Racism, Reading Materials, Secondary Grades, Social Problems, *Social Studies Units

Identifiers—*Controversial Issues

Intended to fill a gap in social studies, this collection of readings focuses on contemporary fringe political parties and organizations, particularly their stands on race. No editorializing is attempted; rather, the editors impartially introduce each selection, provide questions on the readings, and offer student exercises aimed at stimulating critical thinking. Exercises deal with the following skills: 1) distinguishing between statements of fact, opinion, and bias; 2) evaluating sources of information; 3) recognizing the complexity of human problems and conflicts; and, 4) experimenting with empathy. An introductory chapter discusses the differences and similarities between the political categories of radical, liberal, conservative, and reactionary, with regard to openness to change and philosophy. The parties and organizations represented along with some individuals are: 1) Black Panther Party; 2) National States Rights Party; 3) Student Nonviolent Coordinating Committee (SNCC); 4) Christian National Crusade; 5) Black Muslims; 6) Southern Regional Council; 7) National Socialist Students; 8) Dan

Smoot; 9) Black Student Union and Third World Liberation Front; 10) George Wallace; 11) Progressive Labor Party; and, 12) Socialist Labor Party. Selections are from both primary and secondary sources with lists of publications and organizations appended. (Author/DJB)

ED 052 107 SO 001 479

A Survey Course: The Energy and Mass Budget at the Surface of the Earth.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—PUB-7

Pub Date 68

Note—141p.

Available from—Commission on College Geography, Arizona State University; Tempe, Arizona 85281 (Paperback, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Climatic Factors, Earth Science, Ecological Factors, *Ecology, *Environmental Research, Geographic Regions, Geography, Higher Education, Interdisciplinary Approach, Liberal Arts, Natural Sciences, *Physical Environment, *Physical Geography, Social Sciences, *Systems Analysis, Units of Study (Subject Fields)

Identifiers—*Budget Accounting Model of Mass and Energy

The objectives of this geography course for liberal arts students include the following: 1) to demonstrate cooperative action among sciences, by showing that physical and chemical phenomena occur at biological surfaces that usually exist in economic and cultural frameworks; 2) to show that laboratory principles of mass and energy exchange and transformation can be used in understanding urban, rural, and wildland parts of the earth's surface; and, 3) to lead the student to examine his ideas about environment and the earth using the budget accounting model of relationships which help describe regularities in regional landscapes and economics, and aid in examining man's role in changing the conditions that affect the processes forming landscape features. The flexible sequence of teaching units examines the simpler individual budgets first: 1) wind, one week; 2) atmospheric composition and pollution, one week; 3) energy exchanges in ecologic and economic systems, radiative energy, and heat, two weeks; 4) water exchanges at the earth's surface, two weeks. The interacting, complex combination of these budgets are examined in the last four synthesizing units; 5) organisms, one week; 6) ecosystems or elements of the landscape, two or three weeks; 7) mosaic landscapes, one week, and, 8) regions and their world pattern, two or three weeks. The objectives suggested outline of topics, relation to other units, extensive useful references, and case studies are cited for each unit. (Author/SBE)

ED 052 108 SO 001 480

Lewthwaite, Gordon R. And Others

A Geographical Bibliography for American College Libraries. A Revision of a Basic Geographical Library: A Selected and Annotated Book List for American Colleges.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—225p.

Available from—Commission on College Geography, Arizona State University, Tempe, Arizona 85281 (Paperback, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Booklists, College Libraries, *Geography, Higher Education, Instructional Materials, *Library Collections, Resource Materials

This annotated bibliography, revised from "A Basic Geographical Library", presents a list of books selected as a core for the geography collection of an American undergraduate college library. Entries numbering 1,760 are limited to published books and serials; individual articles, maps, and pamphlets have been omitted. Books of recent date in English are favored, although older books and books in foreign languages have been included where their subject or quality seemed needed. Contents of the bibliography are arranged into four principal parts: 1) General Aids and Sources; 2) History, Philosophy, and Methods; 3) Works Grouped by Topic; and, 4) Works Grouped by Region. Each part is subdivided into sections in this general order: Bibliographies, Serials, Atlases, General, Special Subjects, and Regions. Books are arranged alphabetically by author with some cross-listings given; items for the introductory level are designated. In the introduction, information on entry format and abbreviations is given; an index is appended. (Author/JSB)

ED 052 109 SO 001 481

A Systems Analytic Approach to Economic Geography.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—Pub 8

Pub Date 68

Note—97p.

Available from—Commission on College Geography, Arizona State University, Tempe, Arizona 85281 (Paperback, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Behavioral Sciences, Bibliographies, *Cybernetics, Economic Research, *Economics, *Environmental Research, Geography, Higher Education, *Human Geography, Input Output Analysis, Interdisciplinary Approach, Man Machine Systems, Mathematical Models, Natural Resources, Problem Solving, Social Systems, *Systems Analysis, Units of Study (Subject Fields)

This university level course in economic geography emphasizes the need for control of the spatial allocation of our resources, and strives for heightened student awareness of the world as a complex. It may thus be considered an introduction to geocybernetics, the study of man/machine relationships in the control of spatial organization. A systems analytic technique within behavioral and cybernetic contexts is emphasized showing how a geographer can tackle a problem, and presenting a general framework or philosophy. It is a convenient organizing technique because of: 1) the treatment of large complexes as wholes, not as mechanistic parts; 2) the encompassing of concepts of interaction and spacial relationships within socioeconomic systems; and, 3) the inclusion of values, goal-seeking, decision-making, and symbolic cognitive processes important to human behavior and landscape patterns. 1) The course begins with the pure, abstract notion of a general system, and considers why the system concept is operational; 2) then links it with other concepts using interaction models; 3) examines the economic elements in the global system including: agriculture, resources, manufacturing, service systems, transportation; and, 4) finally produces the concrete concept of the terrestrial spatial system. Interwoven are concepts of order and regularity, the theories to explain order, and the analytical procedures used to test them. An appendix describes the mathematical models. (Author/SBE)

ED 052 110 SO 001 482

Undergraduate Major Programs in American Geography.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—PUB-6

Pub Date 68

Note—63p.

Available from—Commission on College Geography, Arizona State University, Tempe, Arizona 85281 (Paperback, $1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—College Majors, Course Descriptions, Degree Requirements, *Departments, Educational Counseling, Educational Facilities, Educational Objectives, *Geography, Higher Education, *Liberal Arts Majors, Program Descriptions, Program Evaluation, School Surveys, *Social Sciences, Teaching Load, *Undergraduate Study

Identifiers—Dartmouth College, Indiana University of Pennsylvania, San Fernando Valley State College, Southern Illinois University, Carbondale, University of Minnesota

This report is the result of an intensive analysis of five departments of geography in differing types of institutions: 1) Dartmouth College, an undergraduate liberal arts institution; 2) Indiana University of Pennsylvania, a former teachers college; 3) San Fernando Valley State College, a large, rapidly growing institution with a large intake of junior college students; 4) Southern Illinois University (Carbondale), an institution with an emerging doctoral program; and, 5) University of Minnesota, a large university with an all-degree program. The bulk of the report consists of descriptions, by chairmen of the departments, of the undergraduate major programs: degree requirements, faculty, facilities, courses, objectives, teaching load, student recruitment, advising. These descriptions present an idea of the diversity of geography in the United States in the fall of 1967, and set forth guidelines and a variety of suggestions which will be useful to any professional geographer who is concerned with undergraduate program. An effort has been made to report on the present state of the art and to refrain from value judgments on innovation. Some of the salient differences and similarities between these departments are summarized in the introduction to the report and an appendix. (Author/JSB)

ED 052 111 SO 001 491

Millstone, Dorothy L.

Family Planning, Population Problems and the Secondary School Curriculum.

Planned Parenthood--World Population, New York, N.Y.

Pub Date 66

Note—37p.

Available from—Planned Parenthood-World Population, 810 Seventh Avenue, New York, New York 10019 ($.50; Quantity Discounts, $15.00 (50), $25 (100)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Community Agencies (Public), Community Involvement, Curriculum Design, *Curriculum Development, Demography, Environmental Education, *Family Planning, Films, *Overpopulation, *Population Growth, Population Trends, Science Curriculum, Secondary Grades, *Social Studies, Symposia

In this booklet, specialists in varied academic disciplines seek to determine how the classroom can function to sharpen man's understanding of the population problems and to prod him to the application of reason. Demographer and sociologist Philip Hauser places the problem in the framework of explosive world population growth, and highlights the fact that though the schools have been gravely overburdened by population increases, their curriculum in no way reflects the population crisis. Educator Sloan R. Wayland gives documented evidence that the problem is world-wide and schools everywhere lag in preparing students to understand this problem. Biologist Irwin Slesnick reports on an experimental high school program integrating instruction in population and family planning which show that the classroom can successfully handle the material. How a committee of specialists can plan so that models may be multiplied and become generally accepted is the subject of physicist Jerrold Zacharias. To these are added a report by Alan Guttmacher, M.D., President of Planned Parenthood-World Population, showing how initiative on the community level is already enriching teaching programs with population information and materials on family planning. An annotated bibliography lists books, pamphlets, articles, and films that deal with population and related problems. (Author/JLB)

ED 052 112 SO 001 523

Smith, Richard U.

Religion and the Schools: From Prayer to Public Aid. An Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 70

Note—57p.

Available from—National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($4.00; Quantity Discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Community Relations, *Educational Legislation, Humanities, *Parochial Schools, Political Issues, Private Schools, Public Schools, Religion, *Religious Education, Religious Factors, *State Federal Aid
Identifiers—Controversial Issues, *Parochiaid
This report is designed to bring schoolmen and other interested citizens up to date on sensitive areas where religion and public education frequently touch off heated debate, therefore it probes the question of school prayers, teaching of evolution, classroom study of the Bible, as well as the pros and cons of government aid to nonpublic schools--an issue heading toward a landmark decision by the United States Supreme Court. As the latest of a series dissecting major issues in education, the report details the history and remarkable recent growth of parochiaid, noting that it has been spurred by the widely publicized fiscal crisis of Catholic schools which educate 85 percent of the nation's 6 million nonpublic schoolchildren. The report also cites the widespread notion that two decisions "banned" the Bible from public school classrooms, but notes as a matter of fact that the judges went out of their way to encourage the study of religion and the Bible. Only recently, as a result of urgings from various segments of American society, has religion gained ground in public school curriculums. (Author/AWW)

ED 052 113 SO 001 524
Smith, Lloyd L. *Schreiber, Joan E.*
Social Studies K-6: A Guide for Curriculum Revision.
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date 71
Note—260p.
Available from—Publications Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 ($1.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Concept Teaching, *Curriculum Design, *Curriculum Evaluation, Curriculum Planning, Elementary Grades, *Inquiry Training, Kindergarten, Projects, Resource Guides, *Social Studies, *State Curriculum Guides, Student Centered Curriculum, Teaching Techniques
Identifiers—*Iowa
This elementary curriculum handbook's basic premise is that the responsibility for curriculum determination is fundamentally the responsibility of the local school district. The contents are intended to assist local district personnel working on the social studies curriculum of the elementary school with suggestions, guidelines, resources, and recommendations for curriculum revisions. The main body of the handbook contains: 1) Suggested Guidelines for Curriculum Planning at the Local Level; 2) The Problem of Scope and Sequence in Social Studies; 3) Planning for Social Studies Instruction in the Classroom; 4) Experimental Programs and Projects; and, 5) Evaluation of a new Social Studies Curriculum. The appendix provides articles for elementary curriculum writers in the areas of sample curricula, social studies skills, classroom arrangement, instructional materials selection, and professional elementary social studies readings. (Author/AWW)

ED 052 114 SO 001 531
Adelson, Nancy C. *Crosby, Sandra G.*
The American Government Information Unit: Curriculum Alternatives for Secondary Schools.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—288p.
Available from—Technicon, 590 East Middlefield Road, Mountain View, California 94040 ($7.95)
Document Not Available from EDRS.
Descriptors—Administrator Guides, *American Government (Course), Citizenship, Civics, Concept Teaching, *Course Descriptions, Curriculum Development, Curriculum Evaluation, Directories, Inquiry Training, *Instructional Materials, Political Issues, Political Science, *Projects, Public Affairs Education, Secondary Grades, *Social Sciences, Teaching Techniques
Identifiers—ALERT, New Social Studies
The laboratory has created this information unit to help answer curriculum planning questions for secondary school curriculum decision makers. It tells about the products and activities of nine selected curriculum development programs by organizing the following information in chart, summary, then complete report form for quick and easy review and comparison: curriculum objectives, content and materials, classroom strategies, student and teacher prerequisites, implementation requirements and costs, program development and evaluation, and project history. The American Government curricula included are: 1) Utah State University Project's, Curriculum Focused on Thinking Reflectively about Public Issues; 2) High School Curriculum Center's, American Political Behavior course; 3) Sociological Resources for the Social Studies (SRSS), Episodes in Social Inquiry Series; 4) Harvard's, Public Issues Series; 5) Holt Social Studies Curriculum Project's, Comparative Political Systems course; 6) Lincoln Filene Center Secondary Social Studies Program; 7) Law in American Society Foundation's, Justice in Urban America series; 8) Education Research Council's (ERCSSP), Concepts and Inquiry: The Price of Freedom; and, 9) The Amherst Project. They all have been classroom tested and revised, and involve: 1) some degree of inquiry and discovery; 2) social science concepts, skills, and processes; and, 3) available published student materials and teacher guides. The pilot survey, and the development and field testing of this unit are reported in SO 001 404. (SBE)

ED 052 115 SO 001 551
Maclure, J. Stuart
Curriculum Innovation in Practice: Canada, England and Wales, United States.
Ontario Inst. for Studies in Education, Toronto.; Schools Council, London (England).
Spons Agency—National Education Association, Washington, D.C. Center for the Study of Instruction.
Pub Date 22 Sep 67
Note—99p.
Available from—British Sales Office, Pendragon House, Inc., 1093 Charter Avenue, Redwood City, California 94063 (5s)
Document Not Available from EDRS.
Descriptors—*Comparative Education, *Conference Reports, *Curriculum Development, Curriculum Planning, *Educational Development, Educational History, Educational Objectives, Educational Philosophy, Foundations of Education, Information Utilization, Interdisciplinary Approach, *International Programs, Teaching Methods
Identifiers—Canada, Educational Systems, England, United States, Wales
This is a report of the 1967 conference at St. Catherine's College, Oxford, of Canadian, English, Welsh, and American members of the educational profession. Setting and context of the meeting are described in Chapter 1, noting interprocessional and international tensions. John I. Goodlad's address, which charted the past two decades of curriculum thinking in the United States with guidelines for the future, is then analyzed. Summaries of two papers are also included: 1) Strategies of Curriculum Innovation, and 2) Methods of Communication and Implementation. Contributions in the session on evaluation are sketched, and Dr. W. G. Carr's paper outlining proposals for the establishment of an International Centre for the Study of Instruction is discussed. The final chapter is made up of a series of extracts from seminar reports on these topics: 1) English; 2) Modern Foreign Language; 3) Humanities and Social Studies; 4) Applied Science and Technology; 5) Mathematics; 6) Natural Science; 7) Expressive and reative Arts; 8) Rational Planning in the Curriculum; 9) Organizing the School and Its Resources; and, 10) Compensatory Education. The content and structure of each seminar is reported as well as definitions, conclusions, and recommendations. Appended to the international conference report are names of conference members, staff, observers, seminar groups, and listing of Schools Council Publications. (Author/JSB)

ED 052 116 SO 001 552
Drugs, Race, The Counter Culture and the Soldier.
Fitzsimons General Hospital, Denver, Colo.
Pub Date 21 Sep 70
Note—237p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Drug Abuse, *Drug Therapy, Military Organizations, *Military Training, *Race Relations, Racial Attitudes, Racial Discrimination, Racial Factors, Racial Integration, Racial Segregation, *Social Work, Sociology
Identifiers—Counter Culture, *Medical Corps, United States Army
This week long conference of senior and junior ranking military officers along with civilians dealt with military social work in the content areas of drugs and race. Theodore Roszak's concept of Counter Culture provided the unifying theme. The following papers were presented: 1) The Theme of the Counter-Culture; 2) Drugs, Race and the Counter Culture-A Perspective from Vietnam; 3) The Future Soldier: A Profile of Today's Youth; 4) Report on the Making of a Counter Culture; 5) Perspectives on Drugs: A Psychological View; 6) The Street System, Drugs, and the Military Service; 7) A Drug Program-Its Successes and Failures; 8) The Fort Bragg Drug Program; 9) Army Social Work and the Black Experience; 10) An Overview of Race Relations in the Army; 11) Views of the Army System and the Counter Culture; 12) Army Research System; 13) Army Social Work in the Field of Corrections; 14) The Influence of The Counter Culture on AWOL Behavior; and, 15) Army Mental Health Services and Race-Relations Programs. (AWW)

ED 052 117 SO 001 561
International Development Education Program Newsletter. Volume 1, Number 2.
Pittsburgh Univ., Pa.
Pub Date Jun 71
Note—11p.
Available from—International and Development Education Program, 165 Social Science Building (Box 4), University of Pittsburgh, Pittsburgh, Pennsylvania 15213
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, Comparative Education, Cross Cultural Training, *Developing Nations, *Educational Development, *Foreign Relations, Higher Education, Intercultural Programs, International Education, *International Programs, *Newsletters, Research and Development Centers, Study Abroad
Identifiers—Educational Systems, *International Development Education Program
This is the newsletter of the International and Developmental Education Program which promotes graduate study, research, and international service activities to facilitate the role of educational institutions and programs in international development. Usually appearing are columns describing current programs and news from the field, as well as faculty notes. In this issue feature articles discuss such area studies as: 1) Warisata, A Bolivian Rural Normal School: Approaches to Maintaining Ancient Values Within a Modern Society; 2) Education in Uganda: The Impact of Religion; and, 3) The Perspective of Development Education. Forthcoming issues are announced for October, 1971 and January, 1972. Those interested in receiving the newsletter should request that their name be placed on the mailing list. (Author/JSB)

ED 052 118 SO 001 584
Abrams, Charles *Kolodny, Robert*
The Language of Cities: A Glossary of Terms.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 71
Note—370p.
Available from—The Viking Press, Inc., 625 Madison Avenue, New York, New York 10022 ($10.00)
Document Not Available from EDRS.
Descriptors—*Glossaries, *Sociology, *Urban Areas, Urbanization, *Urban Language, Urban Studies, *Vocabulary

This glossary identifies and defines approximately a thousand words, terms, and slang applied to city life. Three goals exist for this limited glossary: 1) identifying some of the most relevant urban terms for the expert and layman; 2) defining them simply and accurately, expanding on the definition where clarification is necessary; and, 3) adding the author's personal opinions or biases where he considers them useful and relevant. (Author/AWW)

ED 052 119 SO 001 585
Education in Moral Values in Michigan: A Report on a Survey.
Michigan State Dept. of Education, Lansing.
Pub Date May 68
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, Elementary Grades, *Ethical Instruction, Ethical Values, Ethics, *Moral Issues, *Moral Values, *Personal Values, School Superintendents, School Surveys, Secondary Grades, Teacher Role
Identifiers—Michigan, *Values Education

This report is based on a questionnaire, on the subject of education in moral values, sent to all of the school superintendents of the state. The four open-ended questions included on the questionnaire were designed to elicit from the superintendents statements concerning what their schools are currently doing in regard to education in this crucial area, as well as what they feel the needs are for improving approaches. Of the 552 school districts in the state at the time of mailing, 269 questionnaires were returned, these were submitted to a content analysis, whereby the researcher tabulated numbers of responses in certain areas to roughly estimate the frequency of certain ideas. These patterns and trends were indicated: 1) moral aspects of education belong in all aspects of the curriculum; 2) educators in small communities tend to feel the problems of morality are more severe in large cities; 3) moral values should be especially stressed in social studies, English, and home economics classes; 4) teacher must set moral examples; and, 5) teacher training programs must stress moral values as an area of educational concern. (Author/AWW)

ED 052 120 72 SO 001 589
A Survey of Secondary Schools in India. Project Report Part 1.
National Council of Educational Research and Training, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-1394
Pub Date 66
Note—424p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Admission (School), Cocurricular Activities, *Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, *National Surveys, Physical Education, Questionnaires, School Demography, *Secondary Education, Student Evaluation, Student Welfare
Identifiers—*India

The objective of conducting this survey is to locate areas where the secondary education program in India needs to be strengthened. The investigation studies the areas of: 1) physical facilities available in the secondary schools; 2) administration and staff; 3) subject enrollments; 4) curriculum and evaluation; and, 5) cost patterns. To gather data in these areas a questionnaire was developed with 108 major questions. These questions were structured under the following twelve headings: 1) general identification; 2) school enrollment; 3) curriculum offerings and time allocations; 4) physical facilities; 5) teaching staff; 6) administrative organization; 7) school finance; 8) examination and evaluation; 9) instructional program; 10) school library; 11) co-curricular activities; and, 12) pupil's welfare. This questionnaire was administered to a 10% sample drawn on a random stratified basis from the total number of secondary schools in India in 1960-1961 and 1961-1962. The results of the survey are reported in statistical tables by question and are summarized in Chapter 4 through Chapter 12. Generally it was found that a more extensive sampling is needed to permit all the types of generalization desired, and that the present study should be considered as exploratory in nature. Additional statistical tables are included in SO 001 590 through SO 001 592. (Author/AWW)

ED 052 121 72 SO 001 590
A Survey of Secondary Schools in India. Project Report Part 2.
National Council of Educational Research and Training, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 66
Note—441p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Admission (School), Cocurricular Activities, *Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, *National Surveys, Physical Education, Questionnaires, School Demography, *Secondary Education, Student Evaluation, Student Welfare
Identifiers—*India

A narrative description of this study is abstracted under SO 001 589. This part contains statistical tables for survey questions number 21 to 44. (AWW)

ED 052 122 72 SO 001 591
A Survey of Secondary Schools in India. Project Report Part 3.
National Council of Educational Research and Training, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-1394
Pub Date 66
Note—466p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Admission (School), Cocurricular Activities, *Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, *National Surveys, Physical Education, Questionnaires, School Demography, *Secondary Education, Student Evaluation, Student Welfare
Identifiers—*India

A narrative description of this study is abstracted under SO 001 589. This part contains statistical tables for survey questions number 45 to 54. (AWW)

ED 052 123 72 SO 001 592
A Survey of Secondary Schools in India. Project Report Part 4.
National Council of Educational Research and Training, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 66
Note—436p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Admission (School), *Comparative Education, Curriculum, Educational Administration, Educational Facilities, Educational Finance, Educational Programs, Enrollment, Instructional Staff, Library Services, *National Surveys, Physical Education, Questionnaires, School Demography, *Secondary Education, Student Evaluation, Student Welfare
Identifiers—*India

A narrative description of this study is abstracted under SO 001 589. This part contains statistical tables for survey questions number 55 to 108. (AWW)

ED 052 124 24 SO 001 593
Massialas, Byron G. And Others
Structure and Process of Inquiry into Social Issues in Secondary Schools. Volume 3, Social Issues Classroom Discourse: A Study of Expository, Inquiry Non-Probing Inquiry Probing Classes.
Michigan Univ., Ann Arbor.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1678
Pub Date 70
Contract—OEC-3-7-061678-2942
Note—217p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Classroom Communication, Classroom Observation Techniques, Classroom Research, Cognitive Processes, Critical Thinking, *Discussion (Teaching Technique), *Inquiry Training, *Interaction Process Analysis, Models, Secondary Grades, Social Problems, *Social Studies, Student Attitudes, Student Behavior, Teacher Behavior, Teaching Styles, Verbal Communication
Identifiers—*Michigan Social Issues Cognitive Category System, Michigan Social Issues Project

The central concern of this study, which was briefly reviewed in ED 049 143, was to determine effective teaching strategies and practices in secondary social studies classroom discussions of social issues. Teaching effectiveness was evaluated in terms of the cognitive or critical thinking skills of participating students, and their attitudes toward the teacher and class. Incidently, the affective side effects of social issues instruction are reported separately in ED 039 162. In the initial analysis of two audio-taping sessions for each of sixteen classes it became apparent that distinct discussion styles existed: 1) expository, sharing background information only; 2) inquiry-nonprobing, giving hypotheses, opinions, and taking positions only; and, 3) inquiry-probing, developing ideas as well as devoting much time to defining, clarifying, evidencing, or testing these ideas. The instruments used for ascertaining the students critical thinking skills were the Michigan Social Issues Cognitive Category System, developed by the project as reported in ED 039 161, and the Harvard Social Issues Analysis Test; to determine student attitudes, the Minnesota Student Attitude Inventory was used. Students in the probing classes rated their classes highest and did very well on the critical thinking test; the expository classes came next, followed by the nonprobing classes with the lowest ratings and test scores. (Author/SBE)

ED 052 125 SO 001 603
A Second Report on The Treatment of Minorities in American History Textbooks.
Michigan State Dept. of Education, Lansing.
Pub Date Apr 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American History, Bias, Classroom Materials, Ethnic Studies, Evaluation Criteria, *History Textbooks, *Minority Groups, Multicultural Textbooks, School Policy, Textbook Bias, Textbook Content, *Textbook Evaluation, *Textbook Selection, United States History
Identifiers—*Michigan

This second report on American History textbooks used in Michigan schools is divided into three sections: 1) background information of the 1968, ED 032 369 survey; 2) a description of the 1970-71 study; and, 3) conclusions and alternative actions being considered by the State Board of Education. A survey was conducted to determine impact of the 1968 report on local districts, and to gather information on titles of American History textbooks presently in use. Following the pattern of the first study, twelve very widely used textbooks were identified for evaluation and historians were selected to review them. The over-all results were on the negative side: seven of the reviews are almost totally favorable, two are only partially favorable, and only three could be considered favorable. The State Board outlines these actions for consideration: 1) continue annual studies of social studies textbooks to determine the degree of progress being made in terms of treatment of minority groups; 2) seek legislative funds to support studies by the Social Studies Textbook Advisory Commission and to issue reviews and evaluations; 3) request amendment of state law to give the Board authority to list adequate and inadequate social studies textbook titles: and, 4) request amendment of state law to provide a policy of state adoption of social studies textbooks. Appended are: 1) guidelines for textbook evaluation; 2) a list of the twelve textbooks evaluated; 3) the Department's 1970 survey on textbooks in use. (Author/JSB)

ED 052 126 24 SO 001 606
Clatworthy, F. James
The Formulation of British Colonial Education Policy, 1929-1961. Final Report.
Michigan Univ., Ann Arbor.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8235
Pub Date May 69
Contract—OEC-6-10-050
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advisory Committees, Bibliographies, Colonialism, *Comparative Education, Developing Nations, *Educational Development, *Educational History, Educational Needs, *Educational Planning, *Educational Policy, Foreign Relations, Humanism, Political Influences, Socioeconomic Influences
Identifiers—Africa, *British Colonies, Great Britain

The study investigates the formulation of British colonial education policy and attempts to evaluate the hypothesis that the policies formulated by the Advisory Committee on Education in the Colonies reflected a consistent attempt to orient education policy in the colonies to the local needs for human resource development. The use of historical analysis and open-ended interviews subsequently led to a large collection of personal papers and documents of the Advisory Committee by Dr. J. H. Oldham. The research supports the hypothesis and further discloses that the framers of the original policy statement of colonial education issued in 1925 were aware of the necessary correlation between education and economic policy. The original nucleus of the Advisory Committee used what influence they could effectively exert to insist that education be considered a social investment and not an expense (service). Unfortunately, their persuasions could not revolutionize the political-administrative indigenous structure of the colonies, or the Colonial Office. The Advisory Committee on Education had no power to compel; only an authority to persuade. The implications to be drawn from the study suggest that the British experience of cross-cultural educational planning is highly significant for the further development of the construct of Sociological-ecology which would use radical humanism as a heuristic axiological premise. A sixteen page primary and secondary source bibliography is appended. (Author/DJB)

ED 052 127 SO 001 610
Tanaka, Yasumasa, Ed.
Cross-Cultural Social Psychology Newsletter. Volume 5, Number 2.
Spons Agency—American Psychological Association, Washington, D.C.
Pub Date Apr 71
Note—13p.
Available from—Yasumasa Tanaka, editor, Department of Political Science, Gakushuin University, Mejiro, Toshima-ku, Tokyo, 171 Japan ($4.00, Individuals; $7.00, Institutions)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, *Behavioral Sciences, Bibliographies, *Cross Cultural Studies, Foreign Culture, International Programs, *Newsletters, *Psychology, *Social Psychology, Social Sciences, Sociology
Identifiers—*Social Research

This international newsletter, published since 1968, provides cross-cultural and cross-national midi-communications in social psychology. Usually included are: 1) notices of international conferences, institutes, or seminars, 2) a list of new publications, 3) letters to the editor, 4) announcements, and 5) a bibliography of cross-cultural research. Future issues of this newsletter are available only by subscription. (Author/JSB)

SP

ED 052 128 SP 003 624
Hanson, John W. Bam, V. M.
Report on the Supply of Secondary Level Teachers in English-Speaking Africa. Secondary Level Teachers: Supply and Demand in Lesotho. Country Study No. 4.
American Council on Education, Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.
Pub Date 69
Note—87p.
Available from—Director, Institute for International Studies, 513 Erickson Hall, MSU, East Lansing, Mich. 48823 ($2.00 each; $20.00 series of 15)
Document Not Available from EDRS.
Descriptors—*Economic Disadvantagement, *Educational Economics, *Foreign Countries, Secondary Education, *Secondary School Teachers, *Teacher Supply and Demand
Identifiers—Africa, Lesotho

The report examines the economic and social conditions in Lesotho and the ways in which the country's poverty and economic dependence on South Africa limit its ability to support further educational development. In-depth discussions follow on 1) the prospective growth of secondary school enrollment, which is limited by the restrictions on the government's ability to control educational expansion; 2) the supply and status of secondary school teachers, the unattractiveness of the profession, and the wide use of volunteers; 3) staffing of other secondary level institutions, including those for agricultural education, artisan and trade training, and teacher training; and 4) staffing needs of secondary institutions, including the need for assistance from outside agencies. A field survey report analyzes the supply and utilization of secondary level teachers and examines the role of the University of Botswana, Lesotho, and Swaziland. The eight appendixes are 1) "Lesotho Educational System"; 2) "Academic, Vocational, and Teaching Qualifications"; 3) "Primary School Enrolment by Grade and Standard"; 4) "Secondary School Enrolment by Form"; 5) "Number of Schools, Enrolment, Teachers and Student/Teacher Ratio"; 6) "Projected Secondary School Enrolment, Revised Development Plan"; 7) "Wastage in Secondary Schools"; and 8) "Tentative Projections of the Economic Planning Unit." (Related documents are ED 045 613-20, SP 003 623, and SP 004 801.) (MBM)

ED 052 129 SP 004 710
Watson, Elizabeth P. And Others
Interrelations of Student-Teacher Agreement of Classroom Expectations and Behavior, Program Innovations and Student Satisfaction.
Pub Date 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Communication, *Conventional Instruction, *Expectation, *Instructional Innovation, Role Perception, Secondary School Students, Secondary School Teachers, Student Attitudes, Student Behavior, Student Role, *Student Teacher Relationship
Identifiers—WAS, Watson Analysis Schedule

A study investigated the magnitude and direction of the congruence of communicated expectations for teachers and students in innovative and conventional programs. The three-part Watson Analysis Schedule (WAS) which measures explicit, actual, and realized expectations was administered to 525 students and teachers in American studies classes ("process-oriented") and to 1,207 students and teachers in conventional American history classes ("content-oriented"). The degree of congruence between the responses of teachers and students within programs was determined by use of zero-order correlation coefficients for each of the three parts of the WAS, and differences between programs were analyzed by comparing the respective indices of relation using Fisher z transformations. In the same manner congruence was determined for responses between the parts for the students and for the teachers in each program. Generally there was higher congruence between students and teachers in conventional than innovative programs although statistics support neither a strong positive nor negative relation. Implications are that satisfaction is more highly dependent on the nature of the students' role within a program than on the efficiency with which expectations are communicated. (Complete findings are included plus an eight-item bibliography.) (JS)

ED 052 130 SP 004 712
Waimon, Morton D. And Others
The Effects of Knowledge About Subject Matter on the Performance and Attitudes of Prospective Teachers.
Illinois State Univ., Normal.
Pub Date 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Content Analysis, Course Content, Lesson Observation Criteria, *Lesson Plans, Microteaching, Planning, *Preservice Education, Secondary School Students, Student Teachers, *Teacher Attitudes, *Teacher Behavior, Teaching Techniques, *Training Techniques
Identifiers—Microplanning, Minnesota Teacher Attitude Inventory, MTAI, Sorenson Teacher Role Preference Inventory, TRPI

It was hypothesized that 1) prospective teachers who have been trained in microplanning will score higher on tests of teacher effectiveness and 2) will not change their attitudes about pupils and teaching in an undesirable direction. Subjects were 20 secondary school social studies majors, 10 who volunteered to take an experimental teacher education sequence (three 2-semester-hour courses titled Microplanning, Microteaching, and Clinical Teaching) and a control group of 10 taking the regular 6-semester-hour sequence. After the treatment, experimental group Ss were matched to control group Ss (on sex, class, cumulative GPA, and hours credit) and all Ss were given the same statement of objectives and unit booklet and randomly assigned five to ten high school pupils. They planned and taught four half-hour lessons to their pupils who were then administered a two-part test measuring recall of information and ability to reason using the material covered. The mean pupil scores for each S, computed for each part of the test, constituted the criterion measure of teacher effectiveness. The Minnesota Teacher Attitude Inventory (MTAI) and the Sorenson Teacher Role Preference Inventory (TRPI) were administered to the experimental group as pre-posttest along with a course evaluation questionnaire. Results of analysis of variance tests supported the hypotheses. (Brief description of microplanning competencies and procedures plus a sample lesson plan are included.) (JS)

ED 052 131 SP 004 717
Gilberts, Richard A. And Others
Teacher Perceptions of Race, Socio-Economic Status and Language Characteristics.
Wisconsin State Univ., Whitewater. School of Education.
Pub Date 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Expectation, *Language Patterns, Language Styles, Race Influences, *Racial Attitudes, *Socioeconomic Status, *Teacher Attitudes

A study was conducted to find whether race, socio-economic status (SES) and language cues of speakers modify the ratings of white experienced teachers. Subjects were 250 white male and female experienced teachers whose responses were recorded on a semantic differential designed to assess teacher expectancies on two concepts: speaker and speaker's language. The experimental treatment consisted of an audio and audio-visual presentation of the speakers (two white and two black exhibiting lower and middle SES and speech characteristics) to teachers via closed circuit television. Speakers were randomly presented reading a prepared statement on civil disobedience. An analysis of variance factorial design was used to test the hypotheses. The race and the SES and language factors independently elicited significantly different responses from the teachers, and the following interaction effects were also significant: 1) race x SES and language, 2) race x mode of presentation, and 3) race x SES x mode of presentation. The data indicated that black speakers were rated significantly less favorably than the white speakers matched on SES and language levels. Rated most negatively was the middle class black speaker, who seemed to have the most significant impact on the teachers' rating. The race of the speaker did not dominate initial impressions of teachers. However, the SES and language factor appeared to compound and magnify racial bias rather than to relieve it. (JS)

ED 052 132 SP 004 906
McDonald, F. J.
Applying the Language of Behavioral Models to Teaching Acts.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RM-3
Bureau No—BR-5-0252
Pub Date 67
Contract—OEC-6-10-078
Note—20p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Sciences, *Classroom Communication, *Classroom Observation Techniques, *Communication Skills, *Information Theory

This paper illustrates how behavioral models which embody a critical language can be used to describe and predict some categories of classroom events. It defines teaching-learning as a set of events which are mediated primarily by a person, the consequence of which is change in behavior of a second person. A language for describing this phenomenon is needed which should denote those events which may properly be called instruction and those which should be labeled in other ways. The use of behavioral models has three advantages: 1) the models are relatively simple; 2) they require the fewest number of assumptions about the phenomena being described; and 3) there is a rich information bank about behavior analyzed in these terms. Three broad categories of theoretical models seem useful: 1) the Skinnerian-type model of instrumental conditioning; 2) the Miller "drive-cue-response-reinforcement" model; and 3) the Bandura social-learning model. The problems in using behavioral models are of two kinds--those which are the consequences of extending a model by analogy to a new set of phenomena, and those which occur when communicating with investigators who do not use these models. The essential phenomenon of education is the acquisition of formal symbolic systems for the analysis and synthesis of experience; therefore the critical language of education must be concerned primarily with describing the methods of acquiring these symbolic systems. (MBM)

ED 052 133 SP 004 955
Bremer, John
Institute of Open Education; Graduate Program Leading to Master of Philosophy in Education. Description and Application.
Newton Coll. of the Sacred Heart, Mass.
Pub Date [71]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Graduate Study, Internship Programs, *Masters Degrees, *Teacher Education, Teacher Interns

This program is made up of three phases. The first phase consists of 7 weeks of on-campus instruction; the second phase consists of a full year of intern teaching; and the third phase is another 7 weeks on campus to review the intern experience. Each student entering the program is expected to know enough of his subject to meet certification subject matter requirements. The program concentrates on professional skills only. During the on-campus phase of the program, the student must choose a topic group, a function group, and an activity group. Topic groups center on urban education, rural education, special education, or other similar areas. Function groups are made up of administrators, teacher trainers, secondary school teachers, or elementary school teachers. Both topic and function groups (each containing about 20 students) are expected to develop their own curriculum using the resources of the college. In the activity groups, students and faculty combine on the basis of personal interest to further their skills in non-verbal expression. Examples of activity groups are painting, sculpture, photography, dance, and furniture making. The two remaining components of the program--seminars and large groups--focus on discussions of literature and lectures. (RT)

ED 052 134 SP 004 957
Undergraduate Urban Teacher Education Program. State University College at Buffalo.
Lackawanna Public Schools, N.Y.; New York State Education Dept., Albany.; State Univ. of New York, Buffalo. Coll. at Buffalo.
Pub Date 70
Note—111p.; 1971 AACTE Distinguished Achievement Award entry
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College School Cooperation, Differentiated Staffs, Elementary School Teachers, *Field Experience Programs, Inservice Teacher Education, *Preservice Education, Released Time, School Community Cooperation, Supervisory Training, *Teacher Education, Urban Schools, *Urban Teaching

The aim of this cooperative EPDA program is to improve education in the public schools through utilization of personnel in a differentiated staffing pattern, and the training of teachers for service in urban areas through a carefully planned practicum combined with professional courses taught on site, with competency-based criteria interwoven throughout both phases. Released time inservice training was provided for supervising teachers before the beginning of the program and in 1970 and is continuing throughout the program. The students selected for the program are largely transfers from junior colleges throughout the state. During the first two semesters of the program, they work four half-days in the schools, first as student aides and then as assistant teachers; they spend one half-day per week working in a community service agency. The remainder of each day is devoted to professional courses given on-site by college staff. During the third semester, students work full-time as associate teachers, and in the fourth semester, they are on campus full-time for professional study. Participants are encouraged to live in the community. (The program description includes a budget outline, the original program proposal, forms used in the program, and curriculum outlines of the inservice courses.) (RT)

ED 052 135 SP 004 958
The Elementary Education Undergraduate Program at Capitol Campus, Pennsylvania State University.
Pennsylvania State Univ., Middletown. Capitol Campus.
Pub Date 70
Note—39p.; 1971 AACTE Distinguished Achievement Award Entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Teachers, *Field Experience Programs, Individualized Programs, *Preservice Education, *Student Teaching, *Teacher Education

The Elementary Education Program at Capitol Campus provides a 2-year upper division curriculum designed to prepare teachers for inner-city classrooms. Students in the program are expected to develop approaches to teaching which are flexible, individualized, reality-oriented, and child-centered. The major emphasis is on the junior-year block-sequence of courses entitled Basic Preparation for Teaching--a team-taught, individualized, interdisciplinary sequence which includes 45 half-days of field experience. Placements are made in three city schools at various grade levels, where the focus progresses from an initial emphasis upon a one-to-one tutoring role to a small-group teaching experience, to a field experience teaching the full classroom group. All the other required courses are focused upon the field experience and are scheduled in the junior year with the exception of the student-teaching course. During his senior year the student works on coursework in various disciplines, develops a specialization in one or more elementary school subject areas, and completes additional student-teaching work. Program development is a continuous process involving students and faculty. There are plans to improve the procedures for student selection, to improve the balance between on-campus and field functions, and to establish a senior year salaried internship. (Author/MBM)

ED 052 136 SP 004 959
Winter, Evelyn
Glassboro State College Head Start and Follow Through Supplementary Training Program.
Glassboro State Coll., N.J.
Pub Date [71]
Note—52p.; AACTE Distinguished Achievement Awards entry, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, College Admission, *College Programs, *College Students, *Educational Innovation, *Educationally Disadvantaged, Work Experience
Identifiers—Head Start

Glassboro State College, through its supplementary training program, has attempted to demonstrate its commitment to academic relevance, social concern, and individual advancement. The program was originally designed to supplement regular college programing by including an atypical group of students--the poor, employed, experience-oriented adult. In its 3 years of existence, the program has significantly influenced the broader aspects of educational planning at Glassboro and become a model for future strategy. The U.S. Office of Education funded a national program to offer low-income employees in local Head Start programs the opportunity to enroll in college classes. Glassboro State College has worked as the administering college for the program with five other institutions in New Jersey. The operation of the program varies at each participating college, but has the following objectives: 1) the modification of college admission requirements to include the program population as regular, matriculating students; 2) the examination and revision of courses to make them relevant to the students' work experience; 3) the reversal in some cases of the usual sequence of courses to allow students to move from the practical to the theoretical; 4) development of new and innovative teaching techniques and materials derived from the students' demonstrated needs; and 5) the constant revision of the program operation based on regular evaluation of the students. (MBM)

ED 052 137 SP 004 965
Davis, Donald E. And Others
Designing and Implementing a Conceptual-Behavioral Curriculum Structure for Preparing Secondary Teachers. Final Report.
Wisconsin State Univ., La Crosse.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.; Wisconsin State Universities. Consortium of Research Development.
Pub Date Sep 69
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Data Analysis, Educational Research, *Secondary School Teachers, *Teacher Behavior, *Teacher Education

This study investigates the suitability of a particular conceptual framework for preparing secondary teachers. The program was aimed at developing five basic teaching behaviors--planning, motivating, verbalizing, controlling-disciplining, and evaluating. Three major tasks were identified: 1) to redesign the structure of the existing program, 2) to work out arrangements with public schools for joint involvement in teacher education, 3) to organize and develop appropriate learning materials. The methodology was of two kinds: 1) the action research activities involving the teaching-learning activities carried out by a three-member team with two groups of students; and 2) the procedure for evaluating the results of the action research, in which ratings were made by each of the three investigators for each of the students involved. The statistical analysis of this data with respect to the development of the specified behaviors used the chi square technique. The chi square values for each of the behaviors and for a general rating of teacher behavior were significant at the .001 level. Thus the investigators rejected the null hypothesis that the teaching-learning activities in the particular conceptual-behavioral curriculum structure had no effect on the development of the desired teaching behavior. (MBM)

ED 052 138 SP 004 983
Rosenshine, Barak And Others
Empirical Validation of a New Category System: One Example.
Temple Univ., Philadelphia, Pa.
Pub Date 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Classroom Observation Techniques, Elementary School Students, Grade 3, *Interaction Process Analysis, *Predictive Validity, *Teacher Behavior
Identifiers—Expanded Interaction Analysis System, Flanders System of Interaction Analysis

This study found that data from previous research can be used to validate a new observational category system and that subscripting of the original ten categories of the Flanders Interaction Analysis System is useful in identifying more specific behaviors which correlate with student achievement. The new category system was the Expanded Interaction Analysis System (EIAS), in which each of the 10 Flanders categories is subscripted into two to four

smaller categories. The material used for validation was the audiotapes, typescripts, and residual student achievement scores used in the original study by Wright and Nuthall (1970). In this study, 17 teachers presented three 10-minute lessons on the black-billed gull to intact classes of third grade students. Results from the EIAS coding and analysis showed the major advantage of subscripting to be in categories 3 and 4. In category 3 (teacher accepts students' ideas), the entire category had a correlation of .15 with achievement, whereas the subscript 3a (acknowledges ideas by simple reflection) yielded a correlation of .30. In category 4, although the total frequency of questions yielded a correlation of .18, the asking of factual questions had a correlation of .55 with student achievement. This was considered to be due to the factual nature of the material. This technique of using the same data with different systems is recommended for future use. (RT)

ED 052 139 SP 004 986

Preparing Instructor-Counselors for Underachieving College Students.

Cleveland State Univ., Ohio. Coll. of Education.

Pub Date Nov 70

Note—27p.; 1971 AACTE Distinguished Achievement Award Entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Teachers, Community Colleges, *Counselor Training, Interinstitutional Cooperation, *Junior College Students, Remedial Instruction, School Community Relationship, *Student Development, *Teacher Education, Tutoring, *Underachievers, Universities, Urban Education

The Instructor-Counselor Program is designed to prepare teachers for special service in lower division college programs, especially in student development programs concentrating on basic skills. It emphasizes academic counseling, tutoring, and special approaches to instruction, especially for the underachieving-disadvantaged student. Both full- and part-time programs are offered. The full-time program consists of 50 quarter hours of graduate work culminating in the Master of Education degree. Participants take specially designed seminars and laboratory experiences in higher education, counseling, and instructional strategies, along with graduate course work in their subject matter areas and a two-quarter internship. The part-time program consists of a minimum of 19 quarter hours of graduate credit. Participants, recruited largely from staffs of area community colleges, use these graduate hours to develop added skills to work with high-risk students. Participants in both programs work in mini-counseling laboratories, which involve them in tutoring and counseling with five high-risk students who are in student development programs at one of four cooperating community colleges. Plans have been made and data is being collected for evaluation of the program. (RT)

ED 052 140 SP 004 990

Training Instructional Teams for a Differentiated Approach to Learning: A Description of a Teacher Education Project Within the Secondary Teacher Education Program.

Stanford Univ., Calif. School of Education.

Pub Date 70

Note—159p.; 1971 AACTE Distinguished Achievement Award entry

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Involvement, *Inservice Teacher Education, Instructional Programs, *Preservice Education, *Teacher Education, *Team Teaching

Identifiers—Secondary Teacher Education Program, STEP

The program focuses on the interaction among roles, aptitudes, and instructional functions of teachers. The goals of the program are to 1) train pre- and inservice teachers to work in instructional teams, 2) improve pupil achievement, 3) involve the local community in all phases of team activity, 4) develop a curriculum to train teachers to work in instructional teams. The project is an integral component of the Stanford University Secondary Teacher Education Program (STEP). Three instructional teams are working in local public schools, one with low income Mexican-American students, one with low income Negro and Oriental students, and one with middle income Caucasian students. Each team includes preservice trainees, master teachers who are members of the teacher education program staff, and experienced teachers. An evaluation model derived from systems analysis is used as a means for reducing the complex interaction of role-function-aptitudes to manageable units which can be evaluated at three levels of decision making: project, institutional, and extra-institutional. A major outcome of the project is reflected in the development of group process problem-solving protocol materials. These materials are designed to serve as a curriculum for teachers who are learning to work in instructional teams differentiated by teaching role and responsibility. (Author/MBM)

ED 052 141 SP 004 992

Armstrong, Robert J. And Others

Evaluation of Peabody Early Childhood Education Project. Academic Year 1969-70.

Pub Date 70

Note—97p.; 1971 AACTE Distinguished Achievement Awards entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Graduates, *Early Childhood Education, Field Experience Programs, *Housewives, Multigraded Classes, *Preschool Teachers, *Preservice Education, *Student Centered Curriculum, Teacher Education

During the 1969-70 school year, this program assisted 51 women in becoming qualified, certified teachers of young children. All were college graduates in fields other than education and most of them mothers in the over 30 age bracket. Funded by EPDA, this intensive teacher preparation program incorporated two major features--open education for young children and participatory preparation for novice teachers. Candidates participated in the program for 15 weeks, from 8&30 to 3&30 every day. The first 5 weeks consisted of visiting several different models of early childhood education as a morning activity. Afternoons were spent at Salem State College where students took three telescoped courses--Child Development; Language, Reading, and Literature for Young Children; and Mathematics in Early Childhood Education. A fourth course in Early Childhood Curriculum was given during the practicum. All students had the opportunity of working for 5 weeks with 3-to-5 year olds, interchanged with another 5 weeks of teaching under supervision in classes of children 5-to-8 years old. The general consensus of a questionnaire prepared and administered by an outside evaluation team was that most participants--candidate teachers, teachers, administrators, and teacher aides--thought the objectives were met and the program was highly successful. (The report includes details of the evaluation.) (RT)

ED 052 142 SP 004 998

Pilot, Gene M.

A System Model of Differentiated Staffing. A Project Implemented at Pilot Schools under the Direction of the School Board of Sarasota County, Florida.

Sarasota County Board of Public Instruction, Sarasota, Fla.

Pub Date [70]

Note—29p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Differentiated Staffs, *Educational Administration, *Paraprofessional School Personnel, *Staff Utilization, *Teaching Models

This conceptual design of a model of staff differentiation is divided into a staffing sub-model and an implementation sub-model. The design enables a school system leadership to provide its component schools with the means for implementing a staff differentiation model designed for the individual school. The staffing sub-model is designed to organize the instructional staff into a logical vertical and horizontal differentiation. The five vertical levels of professional personnel are consulting teacher, directing teacher, staff teacher, instructor, and resident intern, assisted by paraprofessional personnel including instructional assistants, aides, student assistants, lay adjunct teachers, and volunteer assistants. The horizontal differentiation has four broad function areas: instruction, staff development, administration, and planning-research-evaluation-reporting. The implementation includes 1) a process for the allocation of total staff units to each school, 2) the division of all schools into seven classifications according to size and type, 3) an assignment of unit values to each position in the vertical hierarchy of the staffing sub-model, 4) a procedure for determining the approximate recommended number of each job classification needed at a particular school, 5) a set of charts from which job specifications may be collated for each staff member, and 6) the general criteria by which the staff is held accountable for performance. (MBM)

ED 052 143 SP 005 001

Frinks, Marshall

A Readiness for Differentiated Staffing: Questions Relevant To Development and Training Activities.

Florida State Dept. of Education, Tallahassee. Div. of Curriculum and Instruction.

Pub Date Oct 69

Note—9p.; Information Report No. 2

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Involvement, *Differentiated Staffs, *Guidelines, *Program Development, *Staff Utilization

This monograph considers 12 questions which could provide guidelines for local administrators and school boards to follow in considering the concept of differentiated staffing: 1) What are your instructional objectives and is the proposed staffing pattern related to these objectives? 2) Will the proposed new patterns provide for continued flexibility so that the school system can adapt to future needs? 3) Will the new patterns be developed so that they will be able to individualize the teaching-learning process? 4) Do your plans for the training of educational personnel incorporate the same principles inherent in your instructional plans for children? 5) If more efficient time utilization is one of your primary concerns, will your school provide the necessary training for educational personnel? 6) Have you prepared for the training of personnel so that the school can make optimum use of the skills of administrative staff? 7) Will the proposed pattern contribute to the enhancement of teacher professionalism? 8) Will instructional personnel be involved in the decision-making process when relevant to their responsibilities? 9) Has the community been involved in planning the new patterns? 10) Have other agencies and institutions participated in the planning? 11) To what extent will the re-examination of your school organization be coordinated with other local, state, and federal programs? 12) Have you considered a design for evaluating the patterns? (MBM)

ED 052 144 SP 005 002

English, Fenwick W.

A Handbook of the Temple City Differentiated Staffing Project. An Up-to-Date Revision of Project Procedures and Policies.

Temple City Unified School District, Calif.

Pub Date Jun 70

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Organization, *Differentiated Staffs, *Educational Administration, *Program Development, *Staff Role

This document provides a detailed model for the development of a differentiated staffing program, which can continue to be modified. The historical development of the Temple City model is outlined. The organization of the project is set out in detail, beginning with the establishment of a steering committee in December 1966, followed by a restructuring of the District Organization in 1970. A unique concept is the school academic senate, which is the policy-making body within the school directly responsible to the superintendent, and which is neither elected nor appointed but is a selected group of teachers fulfilling an aspect of their differentiated responsibilities. The district senate was officially formed in 1969-70, with voting membership limited to six school principals and six vice chairmen selected from within the school senates. The instruction council is responsible for curriculum development and is composed of master teachers in the various disciplines, the directors of education, and the superintendent. The roles and responsibilities of the various staff members are described in detail and include the

associate teacher, the senior teacher, the master teacher, and the paraprofessional. The concept of promotion in a differentiated staffing program is examined, as well as the selection and evaluation of personnel. (MBM)

ED 052 145 SP 005 003

Evaluating the 1969 LTI-TTT Site Visitation Procedure. Aperiodic Report: Trainers of Teacher Trainers (TTT) Evaluation. No. 2.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date Jun 70

Note—69p.; Submitted to Consortium of Professional Associations for Study of Special Teacher Improvement Programs

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Program Evaluation, *School Visitation, *Teacher Educator Education, *Teacher Educators, *Teacher Programs

This report describes the history of the total LTI-TTT (Leadership Training Institute--Trainers of Teacher Trainers) site visitation procedure, including how it affected various groups and how these groups reacted to it. The report begins by discussing the evaluator's concept of evaluation and proceeds to describe the background condition, activities, and outcomes of site visitation, both as they were intended by visitation planners and as they actually occurred in practice. Although the evaluation includes a description of the congruence between what was intended and what was observed in the way of background conditions, activities, and outcomes, it focuses on the observed outcomes and how they were judged by various groups including project directors, site visitors, and evaluators. The sources of data were 1) meetings and telephone conversations with LTI and USOE personnel and the staff of CIRCE (Center for Instructional Research and Curriculum Evaluation) before the site visits; 2) documents issued in relation to the TTT program; 3) observations at a site visitor briefing session; 4) questionnaires issued to site visitors after the briefing session and after the site visits; and 5) telephone interviews with TTT project directors after the visits. Appendixes include the site visitor questionnaire with a summary of the resulting data, and the site visitor briefing postal cards with a summary of the resulting data. [A related document is ED 041 832.] (MBM)

ED 052 146 SP 005 004

Grotelueschen, Arden D. Storm, Gary A.

The National TTT Program: Noteworthy Activities and Outcomes. Aperiodic Report: Trainers of Teacher Trainers (TTT) Evaluation. No. 3.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date Oct 70

Note—93p.; Submitted to Consortium of Professional Associations for Study of Special Teacher Improvement Programs

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Faculty, Program Descriptions, *Program Evaluation, *Program Improvement, *Teacher Education, *Teacher Educator Education, *Teacher Educators

This report summarizes information about TTT projects collected during telephone interviews with directors of TTT projects re-funded for fiscal year 1970-71. It is intended to be useful to various groups in describing, justifying, and planning for the national TTT program. A structured telephone interview was used and a copy of the interview schedule is included in an appendix. The areas covered were 1) project directors and project settings; 2) goals and descriptions of most successful components--human resources (the central administrative staff, the instructional staff, participants, parity groups) and financial resources; (3) activities and outcomes of most successful components--structure and activities of advisory committees, decision making, cooperative working arrangements, curriculum, and communication patterns; (4). least successful components--problems encountered, and ideas for problem solutions; and 5) general assessment of program. Most directors had concrete suggestions for improving the program, but almost all were very satisfied with the responsiveness of the national program administrators to suggestions for change and were optimistic that the program would be able to improve its effectiveness in the future. [ED 041 832 is a related document.] (MBM)

ED 052 147 SP 005 006

Perloff, Evelyn And Others

Project Impact: A Pilot Study Evaluating the NDEA Summer Institute Program. Final Report.

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Oct 70

Contract—OEC-2-6-001005-1005

Note—91p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Change, *Inservice Teacher Education, *Summer Institutes, *Teacher Education, *Teacher Educators

Identifiers—NDEA Summer Institute Program

Three separate projects were involved in this evaluation project. Project 1 involved teacher-participants, teaching staffs, and institute directors and asked their opinions about general institute performance and particular subject matter coverage. Project 2 focused on the teacher-participants only, investigating the effects of institute attendance on 1) their learning of subject matter content, 2) their attitudes toward students, and 3) their consideration of teaching strategies. Project 3 concentrated on the host colleges and universities, specifically seeking to explore some of the reactions and experiences affecting key educators. A sample of 94 institutes was involved, consisting of 30 in history, 13 in political science, 24 in educational media, and 27 in education of the disadvantaged. The total sample of teachers exceeded 3,000. The general consensus of comments by directors, staff members, and participants was favorable, many stating that the Institutes had effected some changes in their consideration and education of teachers although it was not possible to show statistically significant pre- and post-institute differences with regard to improved subject matter achievements. (MBM)

ED 052 148 SP 005 007

Vogt, Thomas, Ed.

Five Levels of Incompetence. Higher Education, Teaching, and the Education of Teachers. Report of the Grove Park Institute (June 10-15, 1969).

Consortium of Professional Associations.

Pub Date 68

Note—265p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Anthropology, Economic Education, *Educational Improvement, Educational Innovation, Geography Instruction, History Instruction, Industrial Arts, *Institutional Role, Mathematics Education, Political Science, *Professional Associations, Psychology, Role Perception, Science Education, Second Languages, Sociology, *Teacher Education, *Teaching, Universities

This report contains nine papers presented at a conference on methods of improving teaching and teacher education and the role of the universities and professional societies in this effort. The speeches are divided into five sequential levels of "incompetence," denoting increasing involvement and experience with the problem. The report also includes the final recommendations and proposals for action by representatives of each of eleven professional societies. Associations represented in this section include: the American Anthropological Association, American Association for the Advancement of Science, Association of American Geographers, American Economic Association, American Historical Association, American Industrial Arts Association, American Psychological Association, American Political Science Association, American Sociological Association, Modern Language Association (English), and Modern Language Association (Foreign Languages). (RT)

ED 052 149 SP 005 014

Guam Education Project: Teacher Education Program. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Guam Dept. of Education, Agana.

Pub Date 31 Jul 70

Note—88p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Inservice Teacher Education, Instructional Systems, Interinstitutional Cooperation, *Leadership Training, *Teacher Education, *Teacher Educator Education, Teacher Workshops, Teaching Methods, *Teaching Skills

Identifiers—*Guam

This 2-year program, extending from 1968 to 1970, was to develop a comprehensive teacher education program encompassing both inservice and preservice education and to establish self-renewing procedures in the Guam educational agencies. Workshops utilizing instructional systems developed by the Northwest Regional Educational Laboratory served as inservice education for elementary and secondary school teachers and University of Guam faculty during 1968-69. The workshops focused on specific teaching skills. Four of the instructional systems have been implemented as courses and will continue to be available to teachers and college faculty as inservice until their place in a continuous teacher education curriculum can be determined. A key element of the self-renewing procedure is the use of teachers trained in the original inservice workshops as trainers for other teachers. Activities in 1969-70 led to the development and acceptance of a 5-year plan that will enable the University of Guam to develop a comprehensive teacher education program. (The report includes several appendixes which describe workshop content and present results of participant evaluation of the workshops. A flow chart of the five-year development plan is also included.) (RT)

ED 052 150 SP 005 015

Project To Strengthen Elementary and Secondary Education in Guam. Vol. 1, Education Objectives Commission. Vol. 2, Orientation Program for Contract Teachers. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 30 Jul 70

Grant—OEG-0-9-634836-1877-725

Note—257p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Community Cooperation, *Cultural Differences, *Educational Improvement, Field Experience Programs, *Teacher Education, *Teacher Orientation, Training Techniques, Workshops

Identifiers—Guam

In April 1969, the U.S. Office of Education funded an EPDA proposal for the Territory of Guam. The purpose of the first of the two projects was to provide training for community leaders and educators so that long-term planning, needs assessment, and citizen involvement would lead to an integrated education system responsive to the society and helpful in self-improvement. The Education Objectives Commission was established and educational personnel were trained to function as long-range planners and to provide technical support. The second project was intended to identify the kinds of experiences which would help contract teachers adjust more rapidly to Guam and its culture. The document includes extensive appendixes for each project. Those for the first project include the development of the program, workshop participants, and overview of the Guam planning and decision-making system, the training program components, product of concerns analysis, and participants' responses to the workshops. For the second project the appendixes include the orientation program for the contracts teachers, general teachers survey, needs assessment survey responses, training programs, selection of field test participants, adjunctive activities to the orientation program, test scores, assessment forms, participant comments, and daily critique summary data. (MBM)

ED 052 151 SP 005 016

Parsons, Theodore W.

Guided Self-Analysis Professional Development Systems. Education Series: Overview.

Guided Self-Analysis Professional Development Systems, Berkeley, Calif.

Pub Date 71

Note—27p.

Available from—Guided Self-Analysis, 2140 Shattuck Avenue, Suite 904, Berkeley, Calif. 94704 ($0.50)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Inservice Teacher Education, *Interaction Process Analysis, *Protocol Materials, Teacher Behavior, *Teacher Education, Teacher Improvement, *Video Tape Recordings

The Guided Self-Analysis System for Professional Development (GSA) has been designed to assist practicing classroom teachers in their efforts toward self-improvement. The system consists of several programs of carefully sequenced interaction codes with which the teacher analyzes a videotape made in his own classroom and comes to a more objective understanding of his own teaching behaviors. Each program directs the teacher to an important educational objective--development of skills in critical-analytical thinking, development of language skills, maintenance of pupils' motivation for learning, etc. Each schedule is a carefully written guide enabling the teacher to do his own analysis and interpretation of a recorded sequence of teaching behaviors. The GSA codes may be designed to fit any teaching situation and provide focused feedback. Coding schedules can be structured to emphasize any particular curricular concern, and since curriculum content and instructional procedure are closely related, properly designed schedules have impact on both areas. [Further information about the GSA system may be obtained by writing to the author.] (MBM)

ED 052 152 SP 005 022
Johnson, F. Craig, Ed.
Paper and Symposia Abstracts. 1971 Annual Meeting.
American Educational Research Association, Washington, D.C.
Pub Date 71
Note—183p.
Available from—American Educational Research Association, 1126 16th St., N.W., Washington, D.C. 20036 ($5.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, *Educational Research, *Professional Associations, *Research Projects

This compendium contains 100-word abstracts of most of the papers presented at the 1971 annual meeting of the American Educational Research Association. The approximately 300 abstracts are divided into seven categories: administration, curriculum and objectives, instruction and learning, measurement and research methodology, counseling and human development, social context of education, and special interest groups. The volume includes author and title indexes. (RT)

ED 052 153 SP 005 023
Alf, Herbert A.
Development and Achievement Effects of a Teacher-Directed Structure for Self-Directed Process of Education.
Pub Date 70
Note—489p.; Doctoral dissertation, University of Georgia, 1970
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Academic Achievement, Course Content, *Course Organization, *Educational Psychology, Education Majors, *Independent Study, *Individualized Programs, *Preservice Education, Self Actualization, Self Directed Groups, Student Attitudes
Identifiers—California Psychological Inventory, Runners Interview Form III

Through review of literature of biology, psychology, and education, critical needs were identified for human development and a theory of education was synthesized to meet these needs. The consequent Structure for Self-Directed Education (STRUSD Education) was operationalized as Treatment A and tested in an educational psychology course. STRUSD Treatment A employed an authoritative structure oriented toward enhancing self-direction. It consisted of 1) two one-half-hour individual counseling sessions, 2) five small group meetings, 3) whole class meetings with discussions and talks by visitors, 4) departmental sessions of special film and guest programs, 5) authoritative structure of attendance and work reports, 6) a work report procedure in which students must choose their own study experiences and must report their learning experiences regularly. In the research, STRUSD students were compared to control groups and to other concurrently taught, equivalent classes. Results showed that although STRUSD students did not develop a significantly more positive attitude toward educational psychology, they did have significantly greater increase in Assertive Self Assurance and Adaptive Autonomy as measured by the California Psychological Inventory and of Freedom Orientation as measured by Runners' Interview Form III. They also scored significantly higher on the Departmental Evaluation of Achievement. (Appendixes contain materials describing the course, case histories, and evaluations by students.) (Author/RT)

ED 052 154 SP 005 024
Rubin, Louis J., Ed.
Improving In-Service Education: Proposals and Procedures for Change.
Pub Date 71
Note—284p.
Available from—Allyn and Bacon, Inc. 470 Atlantic Avenue, Boston, Mass. 02210 ($9.50)
Document Not Available from EDRS.
Descriptors—Curriculum Development, *Educational Quality, *Inservice Teacher Education, *Professional Training, *Teacher Education, *Teacher Improvement, Teacher Qualifications

This book concerning the continuing education of teachers offers an overview of the problems of professional growth. It attempts to provide an understanding of the organizational conditions which are prerequisites for professional development and to provide curriculum workers with a deeper insight into the connections between a course of study and the teacher who translates it into reality. The 11 essays which make up the book are grouped in three sections: 1) "The Changing Times," which discusses the need for a new approach to schooling with reforms including increasing use of educational technology, extending the classroom into the outside world, providing alternative programs, and major changing of the curriculum; 2) "The Proof of the Pudding," which discusses the need to specify what we wish to accomplish in the classroom and ways in which teachers can be enabled to work at the things at which they are adept; and 3) "Time and Desire," which places many of the earlier arguments in context and prescribes what must be done--set standards of quality teaching, determine whether or not these standards are being achieved, make it possible for the teacher to recognize the faults of his teaching, and provide the time and resources to permit the teacher to improve. Each chapter has a commentary giving clues to action and operational implications for educational workers in the field. (MBM)

ED 052 155 SP 005 025
Perspectives on the Role of the Teacher Corps Team Leader.
Toledo Univ., Ohio.
Pub Date Jun 71
Grant—OEG-0-70-2272(715)
Note—170p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Leadership Qualities, *Leadership Training, *Supervisory Methods, *Teacher Education, Teacher Education Curriculum, *Team Leader (Teaching), Team Training
Identifiers—*Teacher Corps

This collection of 10 position papers represents one phase of an effort to design behavioral objectives for training programs for Teacher Corps team leaders. Floyd T. Waterman identifies tasks and needed competencies for the complete range of team leader activities. Richard W. Saxe notes the several meanings of systems approach as they apply to the various aspects of designing a training program. Charles C. Jung describes three kinds of problem-solving processes and identifies the prerequisites for using change processes. Jack Spiess reviews the different approaches to leadership, and suggests the applicability of concepts of leadership to the specific situation of Teacher Corps team leaders. Robert Chin and Herschel N. Hadley consider that the teaching team has two objectives: to accomplish its assigned task and to maintain itself as a group. Jerry J. Bellon deals with the task of the team leader functioning as a professional manager to develop and maintain a work environment which facilitates the attainment of organizational objectives. Wilford A. Weber defines some concepts of competency based teacher education and suggests appropriate roles for team leaders. Kenneth R. Howey maintains that there is a logical and necessary relationship between the roles of the team leader as a teacher of teachers and a teacher of pupils. Russell C. Doll suggests the type of training needed for the team leader. Louis J. Rubin defends the position that the teacher is the curriculum. (MBM)

ED 052 156 SP 005 027
Beery, John R.
Professional Preparation and Effectiveness of Beginning Teachers.
Miami Univ., Coral Gables, Fla.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 60
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Teachers, *Education Courses, *Effective Teaching, *Teacher Certification, *Teacher Education

This study, carried out in 1959-60 in the public schools of three counties in southeastern Florida, compares the teaching effectiveness of beginning teachers who are provisionally certified because of lack of all or some of the prescribed professional preparation in education courses with teachers who have met full certification requirements. Seventy-six provisionally certified teachers were paired with 76 fully certified teachers, matched as closely as possible on a number of background variables. Systematic and repeated classroom observations were used to estimate teaching effectiveness, with each teacher observed five times during the year. Each teacher was also rated twice by his principal. The original item ratings from the Classroom Observation Report were converted into standard scores, which, in turn were averaged to give five subscores which formed the basic data for analysis. The comparisons overwhelmingly favored the teachers who had completed the professional sequence of education courses, and the differences were statistically significant in all but one of the group comparisons made. In view of the conclusion that completion of education courses is reflected in more effective teaching, at least during the first year, the implication is that education courses have a legitimate place in the required program of teacher preparation. (MBM)

ED 052 157 SP 005 032
Teacher Supply and Demand in Wisconsin, 1970-1980.
Wisconsin Coordinating Committee for Higher Education, Madison.
Pub Date [71]
Note—93p.; Coordinating Council for Higher Education #71-15, March
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Student Teacher Ratio, *Teacher Education, *Teacher Employment, *Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand

The first half of this document examines the national supply and demand of teachers, while the second half is concerned with the situation in Wisconsin. The change from the teacher shortage of the 1960's to the surplus of the 1970's is traced and explained, and the continued shortage in certain fields, such as industrial arts, special education, mathematics, trade and vocational, natural and physical science, women's physical education, remedial reading, speech correction, library science, and elementary education, is noted. It is suggested that the teacher surplus would not exist if all schools were operating fully to meet the educational needs of all children. Data are included on the numbers of elementary and secondary teachers between 1959 and 1970, on projected demand through 1980, and on school population and teacher qualifications. The chapters on Wisconsin analyze the teacher supply and demand picture on the basis of information obtained from a survey of college placement officers, school district administrators, and education deans and department chairmen of Wisconsin colleges and universities engaged in teacher preparation. Eleven implications are included which summarize the present situation and suggest future directions for teacher education institutions and their students. (MBM)

ED 052 158 24 SP 005 037
Davis, O. L., Jr. And Others
Studying the Cognitive Emphases of Teachers' Classroom Questions.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0249
Pub Date Apr 69
Contract—OEC-6-10-108
Note—12p.; R&D Report Series No. 3
Journal Cit—Educational Leadership; v26 n7 Apr 1969
Document Not Available from EDRS.
Descriptors—*Abstraction Levels, *Classroom Observation Techniques, *Cognitive Processes, *Questioning Techniques, *Teacher Behavior
Identifiers—*Questioning Strategies Observation System

Recent interest in the direct, descriptive study of teaching has led to renewed attention to the types of questions asked by teachers. An important contributing factor has also been the progress made in the analysis of cognitive operations and the identification of a complex hierarchy of operations. Several observation systems developed from Bloom's taxonomy have been used by the authors to study the cognitive levels of teachers' questions. These studies pointed the direction toward research presently underway and planned. They also made possible the development of the Questioning Strategies Observation System, which records not only the cognitive levels of teachers' questions, but also other behaviors related to successful questioning strategies. The system has been designed so that it may be used both with live observation and with tape recordings of teachers' classroom verbal behavior. (RT)

ED 052 159 24 SP 005 042
Baker, Harry P.
Film and Video Tape Feedback: A Review of the Literature.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0249
Pub Date Nov 70
Contract—OEC-6-10-108
Note—77p.; Report Series No. 53
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Counseling, *Feedback, Microteaching, *Self Concept, *Video Tape Recordings

This review is concerned with self-confrontation counseling, which is defined as facing a subject with inconsistencies in his motivations or evasions. Such counseling involves two elements: the playback to a subject of his videotaped activity to allow him to view himself as others view him, and feedback to the subject in relation to the videotape. This reinforcement process is considered by many to be the single most important concept in understanding the learning process and an important variable in producing change. It is essential for the counselor to highlight important elements of the feedback process by means of supervisory conferences or critiques. Many of the studies examined involve dissonance theory, that is, the psychological tension when the self image and the recorded behavior are not in agreement. Self-confrontation can lead to behavior change by bringing the subject to a better understanding of his real self, provided that the message received is not seen as too threatening. Individual personality differences affect the self-confrontation experience and the document examines research studies which indicate that subjects with high and low self concepts tend to act in accordance with their self concept and that a low self concept reduces the probability of experiencing dissonance between present behavior and future valued goals. There is a bibliography of 147 items. (MBM)

ED 052 160 SP 005 044
Butts, David P. And Others
College Teachers: A Resource for Implementing Change.
Texas Univ., Austin. Research and Development Center for Teacher Education.; Texas Univ., Austin. Science Education Center.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0249
Pub Date 70
Contract—OEC-6-10-108
Note—61p.; Report Series No. 55. Final report of a Leadership Conference sponsored by the Science Education Center and R&D Center for Teacher Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Change Agents, *College Faculty, *Educational Innovation, *Leadership Training, *Teacher Education

The leadership conference described was based on the assumption that a change agent will be most effective if he has knowledge of the change desired, competence in interacting with people, and a personal commitment to implementing the change. A 1-day pre-conference session was held in April, and the 3-week conference with twelve participants was held in June. Follow-up and feedback were obtained from visits to the participants during the school year, and by a 2-day follow-up conference. Results indicated that participants did have a functional knowledge of newer curricula but did not have strategies or alternatives by which they could work with others. Participants shared a common interest in improving the profession, but their knowledge of the operation of the school district was relatively superficial. Feedback indicated that following the conference nine participants worked with the school districts. Participants provided many informal cues to indicate that they felt they were part of a total team in developing a teacher education program. Appendixes include the conference agenda, lists of staff and participants, evaluation instruments, and instructional decision tests. (MBM)

ED 052 161 24 SP 005 047
RFP 70-12: A Design of New Patterns To Train Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education. Vol. I: Design of the Training Program. Final Report.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-9033
Pub Date 18 Dec 70
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consortia, *Educational Development, *Educational Research, Individualized Instruction, Internship Programs, *Personnel Needs, *Program Development, *Research and Development Centers, Training Techniques

In May 1970, USOE requested new training designs for research, development, diffusion, and evaluation personnel in education, and a consortium of interviews conducted on a nationwide basis in 21 selected institutions engaged in one or more of these activities, and the results confirmed extensive national and regional needs for trained RDD&E personnel. A review of the literature revealed a high demand but limited supply of competent personnel in the following skill areas: conceptualizing issues and processes; designing techniques; setting objectives; measuring and evaluating outcomes; implementing outcomes; and identifying and incorporating attitudes, values, and practices of minority groups. A systems approach utilizing individualized instruction was selected as the best method of training with modularized packages of material stressing the conceptualization of specific skills and a structured internship experience supervised by the training agencies. The development of this training system would take 4 years. In the first year the modular packages would be designed and tested, in the second year packages would be combined into subsystems and used to train individuals, in the third year the entire system would be tested as a whole unit, and in the fourth year the system would be installed at various agencies throughout the nation. [SP 005 048 and 005 049 are related documents.] (MBM)

ED 052 162 24 SP 005 048
RFP 70-12: A Design of New Patterns To Train Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education. Vol II: Scope and Developmental Process of the Training Program. Final Report.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-9033
Pub Date 18 Dec 70
Note—288p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Consortia, *Educational Development, *Educational Research, Individualized Instruction, Internship Programs, *Personnel Needs, *Program Development, *Research and Development Centers, Training Techniques

The training consortium described in Vol. I of this report (SP 005 047) determined national needs for RDD&E personnel. The training program designed to meet these needs has three areas of objectives: materials development, training, and program development. Forty-eight training modules would be used individually in various agencies for evaluating and training approximately 100 individuals by January 1973 and 350 individuals by July 1974. The full system, which should be operational by January 1974, consists of four subsystems and 48 instructional modules with an additional internship experience lasting from 1 to 6 months. The program is designed to meet the needs both of college students and presently employed personnel in educational agencies. It utilizes six interrelated steps: 1) context analysis, 2) conceptual design, 3) product design, 4) pilot test, 5) field test, and 6) marketing and diffusion. The diagnostic subsystem has been designed to assess both agency and individual needs, accomplished by a number of interview or questionnaire devices. Both placement and management subsystems will be developed in order to provide the necessary monitoring of trainees and their effective placement at the end of the program. Evaluation will provide more exact data on the possibilities of diffusion of the program, and a final report covering all aspects of development, evaluation, cost, and diffusion recommendations will be made at the completion of the operational training system. (SP 005 047 and SP 005 049 are related documents.) (MBM)

ED 052 163 24 SP 005 049
RFP 70-12: A Design of New Patterns To Train Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education. Vol. III: Budget-Cost Analysis for the Training Program. Final Report.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-9033
Pub Date 18 Dec 70
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consortia, *Educational Development, *Educational Research, Individualized Instruction, Internship Programs, *Personnel Needs, *Program Development, *Research and Development Centers, Training Techniques

Volume 3 of the report of the Southwest Educational Development Laboratory training program for RDD&E personnel is devoted to a budget-cost analysis. The introduction outlines the scope of the program and the total man-hours required for the training modules, together with the proposed first-year budget. Other chapters detail the first year expenditures (materials development, training development, and program development), with second, third, and fourth year expenditures in less detail. A summary shows the way the costs will be distributed each year among the sub-contractors and consortium members. The rationale for sub-contracting component and subsystem work is that the most capable and knowledgeable resources in the consortium should be engaged to construct the program and to allow for maximum administrative and managerial utility. (Related documents are SP 005 047 and SP 005 048.) (MBM)

ED 052 164 24 SP 005 100
Procedures Used in Designing a Training Program in Educational Evaluation and Development. Technical Paper No. 1. Final Report.
Colorado Univ., Boulder. Colorado Center for Training in Educational Evaluation and Development.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-9034
Contract—OEC-0-70-4770(520)
Note—27p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consortia, *Educational Development, *Educational Programs, *Evaluation Methods, *Teacher Education

The purpose of this technical paper is to outline the procedures used in designing the training programing in educational evaluation and development involving an elaborate collection of data from many sources and a drafting of a tentative plan which was then screened, reviewed, and critiqued by each of the consortium units. The data sources were existing manpower studies, U.S. Office of Education sources, group and individual meetings with consortium units, working papers drafted by several consortium units, questionnaire on educational evaluation and development sent to agencies nationwide and within the Rocky Mountain area, staff meetings at Colorado with frequent checks with other colleagues and consortium units, and a projected conference on educational evaluation and development. [Related documents are SP 005 101-103.] (MBM)

ED 052 165 24 SP 005 101

Description and Rationale of the Training Consortium. Technical Paper No. 2. Final Report.

Colorado Univ., Boulder. Colorado Center for Training in Educational Evaluation and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-9034

Contract—OEC-0-70-4770(520)

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consortia, *Educational Development, *Educational Programs, *Evaluation Methods, *Teacher Education

The second technical paper describing the training program in educational evaluation and development contains the description and rationale for the training consortium, including discussions of the value of consortium agencies during planning and training. The following consortium units and their roles are described: University of Colorado, the Center for Instructional Research and Curriculum Evaluation (CIRCE), Biological Sciences Curriculum Study (BSCS), Earth Sciences Educational Program (ESEP), High School Geography Project, Social Sciences Education Consortium (SSEC), Southwestern Cooperative Educational Laboratory (SWCEL), Southwest Regional Laboratory for Educational Research and Development (SWREL), John F. Kennedy Child Development Center, Denver Public Schools, the Interstate Educational Resources Service Center, Northern Colorado Educational Board of Cooperative Services (BOCES), Colorado Department of Education, Ford Foundation, and U.S. Office of Education Regional Office. There are seven appendixes: 1) "Working Paper of the Biological Sciences Curriculum Study"; 2) "Working Paper of the Earth Sciences Educational Program"; 3) "Working Paper of the Southwestern Cooperative Educational Laboratory"; 4) "Working Paper of the Southwest Regional Laboratory"; 5) "Working Paper of the Northern Colorado Education Board of Cooperative Services"; 6) "Working Paper of the Denver Public Schools"; and 7) "Working Paper of the Colorado Department of Education." [Related documents are SP 005 100 and SP 005 102-103.] (MBM)

ED 052 166 24 SP 005 102

A Proposal Design for Training Educational Evaluators and Developers. Technical Paper No. 3. Final Report.

Colorado Univ., Boulder. Colorado Center for Training in Educational Evaluation and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-9034

Contract—OEC-0-70-4770(520)

Note—105p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Consortia, *Educational Development, *Educational Programs, *Evaluation Methods, *Teacher Education

In this third technical paper, the design for a training program for educational developers and evaluators is explicated. Mentioned are 1) the procedures by which the design was generated and 2) the salient characteristics of the several agencies which make up the consortium. The topics considered in this paper include 1) a general description of the highlights of the proposed training; 2) the basic assumptions underlying the training program; 3) the objectives of the training program; 4) the elements of the three-level training program (Ph.D. program, MA program, and intensive training institutes); 5) the staff who will be associated with the program; 6) the recruitment and selection of trainees; 7) the materials development proposed; 8) the evaluation plan for the training program; and 9) the administrative, monitoring, and cost accounting elements of the training system. [Related documents are SP 005 100-101, and 005 103.] (MBM)

ED 052 167 24 SP 005 103

Appendices A-D. Final Report. Technical Paper No. 3A.

Colorado Univ., Boulder. Colorado Center for Training in Educational Evaluation and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-9034

Contract—OEC-0-70-4770(520)

Note—124p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Consortia, *Educational Development, *Educational Programs, *Evaluation Methods, *Teacher Education

This final volume of the report on the training program in educational evaluation and development at the University of Colorado contains four appendixes: 1) "Vitae of Project Staff"; 2) "Progress Report and Evaluation of the Graduate Research Training Program and the Laboratory of Educational Research"; 3) "Sample Measurement Instruments," including course evaluation inventory, trainee attitude scale, and trainee questionnaire on program operations; and 4) "Evaluation of the Long-Range Effects of a 1967 Research Training Presession." (Related documents are SP 005 100, 101, and 102). (MBM)

ED 052 168 24 SP 005 104

Popham, W. James

A Training Program for Developers and Evaluators of Educational Products. Final Report.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-9036

Pub Date Dec 70

Contract—OEC-0-70-4765(520)

Note—137p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Development, *Educational Programs, *Educational Research, Educational Technology, *Evaluation Methods, *Research and Development Centers

This program is designed to train individuals to develop and evaluate educational products by means of a consortium composed of agencies and individuals in Southern California with expertise in one or more aspect of product development and product evaluation. The trainees would include degree and non-degree candidates, and the program would provide training for individuals wishing to acquire specific skills and for agencies wishing to promote training for a staff sub-group. By focusing upon the training of outstandingly competent product developers and product evaluators, the agencies collaborating to design the training program believed that they could best contribute to the improvement of the country's schools. The principal site would be a training laboratory located near the UCLA campus, and the basic year-round training would be supplemented by specialized institutes and short courses. The 13 agencies in the consortium are identified and described. The various programs (one year, short term, graduate degree-related, and master of arts) are outlined, together with the instructional objectives and measurement procedures. Additional material includes vitae of the program staff and copies of correspondence concerning the development of the program. (MBM)

ED 052 169 24 SP 005 105

Purrington, Gordon S. Jones, Anthony S.

Work Environment, Risk Taking, and the Walk-Out Behavior of Teachers. Final Report.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-D-007

Pub Date Dec 70

Grant—OEG-4-70-0027(509)

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Job Satisfaction, Public School Teachers, *Risk, *Teacher Attitudes, *Teacher Behavior, *Teacher Strikes

This study found that high dissatisfaction with intrinsic and extrinsic job factors and high risk taking propensity were related to a teacher's decision to strike. The study tested two modules which predicted walk-out and non walk-out behavior. The conceptual model postulated that the teacher's decision to walk out was influenced by degree of satisfaction with intrinsic and extrinsic work factors. In the hypotheses model, each teacher was assigned to one of eight groups with other teachers having similar scores on satisfaction, dissatisfaction, and risk taking propensity. Each of the eight hypotheses predicted either walk-out or non walk-out behavior for teachers in its group. Data was obtained from the responses to a mailed questionnaire of a random sample of 200 Florida teachers. Multiple discriminant analysis procedures were used to test the conceptual model. A correlation with transgeneration program, specifying a Boolean expression, was utilized to assign participants to the eight groups of the hypotheses model. A t value was calculated to determine the existence of significant differences in the walk-out and non walk-out composition of each group. Results substantiated the conceptual model. Satisfaction, dissatisfaction, and risk taking propensity each significantly predicted walk-out and non walk-out behavior. (The report includes a copy of the questionnaire sent to teachers.) (Author/RT)

ED 052 170 24 SP 005 106

Eder, Sidney Charles

The Effect of Group Counseling upon the Classroom Behavior and on the Manifest Anxiety of Elementary School Student Teachers. Final Report.

Arizona State Univ., Tempe.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-I-126

Pub Date May 71

Contract—OEC-9-71-0004(057)

Note—81p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Behavioral Counseling, *Counseling Effectiveness, Elementary Grades, *Group Counseling, Preservice Education, *Student Teachers, Teacher Attitudes, *Teacher Behavior

Identifiers—Flanders System of Interaction Analysis, State Trait Anxiety Inventory

This study assesses the effectiveness of a group counseling treatment on the classroom behaviors and on the manifest anxiety levels of elementary school student teachers. The subjects were 44 volunteer student teachers, randomly assigned to three groups: 1) an experimental counseling group, 2) a Hawthorne seminar control group, and 3) a control group. The counseling group received eight weekly group counseling treatments with the Problem Identification Model, which employs psychodramatic techniques. The seminar group met for equivalent amounts of time. Classroom behavior was measured by a posttest only design: during the last week of student teaching, two 20-minute samples of each subject's teaching behavior were obtained using the Flanders Interaction Analysis Categories with Nonverbal Categories (FIAC/NVC). A repeated measures design assessed manifest state anxiety over time: the State-Trait Anxiety Inventory (STAI) was administered to all subjects prior to, in the middle of, and at the end of student teaching. The Confidential Evaluation Form (CEF) was filled out by cooperating teachers. Results showed no significant differences between groups in percentages of restricting classroom behavior or in decrements of state anxiety over time. On the CEF, however, the counseling group was rated significantly higher than the other groups on "innovativeness" and "potential as a teacher." (RT)

TE

ED 052 171 TE 001 004
Creber, J. W. Patrick
Sense and Sensitivity; The Philosophy and Practice of English Teaching.
Pub Date 65
Note—254p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 ($4.25, Stock No. 22807, hardbound; $2.50, Stock No. 22816, paperbound)
Document Not Available from EDRS.
Descriptors—*Child Development, *Classroom Techniques, *Creative Teaching, Educational Innovation, *English Instruction, *Teaching Techniques
This book, which concerns the teaching of English, is composed of two parts. Part One--The Imaginative Faculty contains the following chapters: 1. "The First Year: The Rediscovery of the Familiar"; 2. "The Second and Third Years: The Growth of Consciousness"; 3. "The Final Stage: Imagination and Morality"; and 4. "The Dramatic Experience." Part Two--The Critical Faculty contains these chapters: 5. "English Re-integrated"; 6. "Whetting the Appetite--I; 7. "Whetting the Appetite--II"; 8. "Reading and Comprehension"; 9. "Building a Resistance"; and 10. "Critical Discipline: Methods and Criteria of Evaluation." An appendix, bibliography, index, and acknowledgments are included. (DB)

ED 052 172 TE 002 414
Vickrey, James F., Jr.
An Experimental Investigation of the Effect of "Previews" and "Reviews" on Retention of Orally Presented Information.
Pub Date Dec 70
Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)
Journal Cit—Southern Speech Journal; v36 n3 p209-19 Spr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Retention, *Speech Education, *Tape Recordings, *Test Results
The purpose of this study was to test experimentally the efficacy of the ancient advice that speakers should use previews and reviews. Each of four groups was presented a version of an audio-taped speech on listening. The speech was identical for each group in all respects but one: group 1 heard the speech with preview only; group 2, preview and review; group 3, review only; and group 4, neither. Analysis of scores on a post-test of comprehension indicated no significant differences between any of the four groups. (Author)

ED 052 173 TE 002 423
Cayer, Roger L. Reedy, John E.
The Teaching of English in New York State. A Study of the Academic and Professional Preparation of Public Secondary School Teachers of English.
New York State English Council, Buffalo, N.Y.
Spons Agency—New York Univ., N.Y. School of Education.
Report No—Monogr-13
Pub Date 70
Note—40p.
Available from—Dr. Arthur George, Administration 221, State University College at Oneonta, Oneonta, New York 13820 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Questionnaires, *Secondary School Teachers, *Teacher Education
Identifiers—New York
An 82-item questionnaire was sent to 4,000 secondary school teachers of English in New York State. The teachers were randomly selected from a mailing list; approximately 50% of the sample questionnaires were returned; 1,896 were validly completed. The sample of 1,896 teachers represents about 20% of the secondary school English teachers in New York State, excluding those in New York City. The data collected for the study were analyzed by a cross-classification computer program from the library of computer programs at the State University College at Buffalo. The conclusions drawn from the program are not valid for New York City. The preparation, professional commitments and teaching situations of the 1,896 teachers were analyzed according to 19 variables. A profile of the New York State English teacher is given. It is drawn from a composite of data collected and organized under the following categories: The Academic Preparation of Secondary School English Teachers, The Academic Preparation of Beginning English Teachers, The Continuing Education of Teachers of English, The Professional Memberships of English Teachers, The Grade Placement of Teachers of English, and The Teaching Loads of Secondary School English Teachers. Results show the major problems to be in the area of curriculum content and design. (CK)

ED 052 174 TE 002 424
Demetz, Peter
Postwar German Literature: A Critical Introduction.
Pub Date 70
Note—264p.
Available from—Pegasus Publishing, Western Publishing Co., Inc., 850 Third Ave., New York, New York 10022 ($7.95)
Document Not Available from EDRS.
Descriptors—*Authors, Bibliographic Citations, *German Literature, *Literary Criticism, *Literature, Novels, Playwriting, Poetry, *Twentieth Century Literature
Identifiers—Austria, Federal Republic of Germany, German Democratic Republic, Switzerland
The development of German writing since World War II in Switzerland, Austria, the German Democratic Republic, and the Federal Republic of Germany is discussed. In the first four chapters of this book, social and intellectual transformations that have occurred since 1945 in these four German-speaking countries are described. The literary forms of poetry, drama, and fiction are briefly discussed, with each form further illustrated with critical portraits of important writers. A total of 22 portraits of poets, playwrights, and novelists are presented. The book concludes with a section called Useful Further Readings. (DB)

ED 052 175 TE 002 429
MacDonald, Barry
Evaluation of the Humanities Curriculum Project: A Wholistic Approach.
University of East Anglia, Norwich (England).
Spons Agency—Schools Council, London (England).
Pub Date Dec 70
Note—10p.; Interim Report
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Evaluation, *Educational Innovation, *Humanities Instruction
This paper is in the nature of an interim report on an evaluation exercise which has run half its course. It attempts to outline the characteristics of the curriculum intervention which is being evaluated, the impact of that intervention upon the educational system, and the attempt to design an appropriate evaluation. (Author)

ED 052 176 TE 002 430
Hartzog, Elizabeth And Others
Models of Behavioral Objectives for Secondary Language Arts.
Duval County Board of Public Instruction, Jacksonville, Fla.
Pub Date 69
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, *English Instruction, *Language Arts, *Models, *Secondary Education
These models are offered as guides for departments in writing behavioral objectives for their particular school situation. They provide a variety of usable suggestions and information for language arts teachers. Language arts (English) programs for both Junior and Senior High Schools are presented in relation to: (1) Goals, (2) Instruction, and (3) Evaluation. Suggested activities for stimulating student interest are viewing, listening, speaking, reading, writing, and language. (DB)

ED 052 177 TE 002 432
Barker, Larry L. And Others
Hypnosis and the Reduction of Speech Anxiety.
Pub Date Dec 70
Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, Communication (Thought Transfer), Comparative Analysis, *Medical Research, *Psychotherapy, *Speech, *Speech Therapy
Identifiers—*Mesmer (Anton)
The purposes of this paper are (1) to review the background and nature of hypnosis, (2) to synthesize research on hypnosis related to speech communication, and (3) to delineate and compare two potential techniques for reducing speech anxiety--hypnosis and systematic desensitization. Hypnosis has been defined as a mental state characterised by heightened suggestibility. Anton Mesmer, usually referred to as the "father" of hypnosis, was extremely successful in inducing large numbers of clients into a deep hypnotic state. Since his time, hypnosis has enjoyed extensive use in the medical profession. Several researchers have focused on problems related to speech communication. An application of hypnosis closely related to the field of speech communication is in the reduction of stuttering. The relationship between hypnosis and speech communication is even more apparent when hypnosis is analyzed as a specialized form of communication. Considerable effort has been devoted to the development of methods for measuring speech anxiety. A therapeutic method developed by Wolpe, called "systematic desensitization," appears to be successful in dealing with a number of problems due to anxiety. Wolpe's method includes three basic stages--all involving a light state of hypnosis. Hypnosis, per se, appears to have more advantages than does systematic desensitization in solving speech anxiety problems. (CK)

ED 052 178 TE 002 433
Bohlken, Robert Giffin, Kim
A Convenient and Valid Measurement for Achievement in Speech.
Pub Date Dec 70
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, *College Students, *Communication Skills, Predictive Validity, Speaking Activities, *Speech Education, *Speech Tests
Identifiers—Abridged Patton Speech Content Exam, Patton Speech Content Exam
The Abridged Patton Speech Content Exam is designed to measure achievement and potential achievement in a speaker-audience oriented speech course at the college level. The abridged exam contains 30 test items rather than the 100 items of the unabridged version. The 30 items include questions as follows: 2 on stasis or propositions, 8 pertaining to speech organization, 6 dealing with reasoning, 3 on logical support or proof, 5 about language and semantics, 2 on bodily activity, 1 pertaining to voice, 2 on ethos, and 1 on the speech communication process. The abridged exam has been administered to over 1,500 college students, and studies of the results show a significant difference in the pretest and posttest scores at the .01 level of confidence. The standard mean score for the 1,500 students on the pretest is 11, and on the posttest, the mean score is 15. The abridged test appears to reflect student achievement in skill, knowledge, and attitude, and to have potential in measuring teacher effectiveness and in predicting student success. (DB)

ED 052 179 TE 002 437
Campbell, Laurence R.
The Human Equation and the School Newspaper.
Quill and Scroll Society, Iowa City, Iowa.
Pub Date 70
Note—48p.; A Quill and Scroll Study
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*High Schools, *High School Students, *Journalism, *School Newspapers
The high school newspaper is discussed from four different angles: (1) the role of the paper, (2) the principal and the newspaper, (3) the adviser and the paper, and (4) the staff and the paper. Questionnaires were administered to the advisers and a college jury concerning such issues as freedom of expression, censorship, and the

various roles of the high school newspaper. Results are given in tabular form. (CK)

ED 052 180 TE 002 439
Donelson, Kenneth, Ed.
Southwestern Literature and Culture in the English Classroom.
Arizona State Univ., Tempe.
Pub Date Apr 71
Note—122p.
Available from—Ken Donelson, Ed., Arizona English Bulletin, English Dept., Arizona State University, Tempe, Arizona 85281 ($1.50); National Council of Teachers of English, Order Dept., 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 38257, $1.50)
Journal Cit—Arizona English Bulletin; v13 n3 p1-118 Apr 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Bibliographies, *Ethnic Groups, *Folk Culture, *Literature, Literature Reviews
Papers concerning the Southwest Indians as to folklore, customs, literature, ethnic groups, cultural similarities, reading lists, and pilgrimages make up this issue of the Arizona English Bulletin. (DB)

ED 052 181 TE 002 441
Frogner, Ellen A.
Language Attitudes and Teacher Education.
Pub Date Nov 70
Note—16p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Concept Teaching, *English Instruction, *Language Usage, *Secondary School Students, *Student Motivation, *Teacher Education
The language attitudes of a brand new English teacher are narrated, and the responsibility of a college English department in preparing teachers is discussed. Attitudes toward language and language teaching are shaped through information, personal experience, observations, formal and informal comments by those who have prestige to the reader or listener. A study conducted by use of a 100-item Language Inquiry, comparing responses of several groups of English majors (recent graduates, college seniors, and English teachers in junior and senior high schools) with responses of linguists showed that the teachers were closer to the responses of the linguists than were any of the other groups. Teacher education curricula for prospective English teachers should be reevaluated constantly as to what language background is required by the secondary school teacher. (CK)

ED 052 182 TE 002 447
Rossiter, Charles M., Jr.
Creativity and Achievement in Speech.
Pub Date 70
Note—3p.
Journal Cit—Today's Speech; v18 n3 p15-17 Sum 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *College Students, *Creative Thinking, *Speech Education, *Student Evaluation
The purposes of this study were to determine if there is any relationship between: (1) students' creative thinking ability and their achievement in the basic college course in public speaking, and (2) teachers' estimates of creative thinking ability when compared to students' scores on a standardized creative thinking test. Subjects were 140 undergraduates in the course; all were given the AC Test of Creative Ability. Quantity scores were computed and constituted the variable, "creative thinking ability." Instructors were then asked to rank their students according to their grades; these ranks constituted the variable, "achievement in speech." Data analysis was performed. No significant relationships were found. (CK)

ED 052 183 TE 002 449
Hudson, James
English II: ENG 152.
Oakland Community Coll., Farmington, Mich.
Pub Date 70
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, *Composition (Literary), *Course Organization, *Curriculum Guides, *English Curriculum
Identifiers—Oakland Community College
A course guide for students in English 152 of Oakland Community College, a composition course in argumentative writing, this document gives the class schedule, the course outline, examples of writing, worksheets, ways of preparing bibliography and note cards, checklists, and a research bibliography, as well as presenting other cogent materials. (DB)

ED 052 184 TE 002 454
Furner, Beatrice A.
Creative Writing for Self-Understanding: Approaches and Outcomes.
Pub Date Nov 70
Note—16p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Creative Writing, *Elementary School Students, *Language Usage, *Self Concept, *Teaching Techniques
Creative writing is considered as a form of creative expression in which the child expresses his ideas, feelings, or reactions. This expression is original and spontaneous, and allows the child to organize his experiences so that they assume a personal meaning. With this experience, the child, through the process of symbolization, adds to his identity. The methodology and creative process steps in a creative writing experience are: (1) motivation period in which to generate interest, develop a mood, and create a need to write; (2) exchange of ideas to crystallize each child's thinking; (3) writing period; (4) exchange of ideas; and (5) follow-up activities, if appropriate. The means for accomplishing each of these steps are described. Since the goal of the experience is self-understanding and awareness of the world in relation to self, the teacher will have to know children well, participate openly with them, and observe them closely both in the process and following it in order to sense growth. Examination of the product as to uniqueness, ability to communicate, mood or feeling, effective use of language, and the effect of the writing on the audience can be of value. (DB)

ED 052 185 TE 002 457
Stewart, John Robert
Rhetoricians on Language and Meaning: An Ordinary Language Philosophy Critique.
Pub Date 70
Note—271p.; Ph.D. Dissertation, University of Southern California
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-23,187: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), *Linguistic Theory, *Rhetoric, *Semantics, *Speech
Ordinary language philosophers content that language is not a unified, consistent system but a form of ordinary human behavior. The assumption by rhetoricians that language is fundamentally a system of symbols is thus unsound, for three reasons: (1) it does not consistently explain which language entities function as symbols; (2) it cannot by itself account for the nature of nonsymbolic terms; and (3) when an attempt is made to account for such terms, the theory of abstraction is employed, this theory being based on the incorrect assumption that all words ultimately represent objects. The ordinary language philosophers' view of language and meaning appears to be valid and useful. (Author/DB)

ED 052 186 TE 002 460
Clase, June M.
A Comparison of the Responses of Speech Clinicians and Laymen to the Effect of Conspicuous Articulation Deviations on Certain Aspects of Communication.
Pub Date 69
Note—104p.; Ph.D. Dissertation, State University of New York at Buffalo
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-17,315: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Articulation (Speech), *Communication Problems, *Linguistic Competence, Oral Communication, *Speech, *Speech Therapists, Statistical Analysis
The major purposes of this study were: (1) to determine whether deviant articulation interferes with communication, (2) to determine whether deviant articulation is negatively evaluated, and (3) to determine whether clinicians and laymen differ significantly in their response to deviant articulation. Four groups were formed by randomly assigning each of 40 subjects to listen to the same 3-minute tape-recorded speech read by one of four adult speakers (one with normal speech, one with mild articulation defect, one with moderate articulation defect, and one with a severe articulation defect). Each group was composed of five clinicians and five laymen, and each group heard only one of the four speakers. Major comparisons were made among the four groups and between the clinicians and laymen, using non-parametric statistical tests. The results of the study were: (1) defective articulation interfered with listener comprehension, (2) deviant articulation was negatively evaluated, and (3) clinicians and laymen did not differ in some responses, but did differ in attitude change and judgment of speaker's need to improve articulation. (Author/DB)

ED 052 187 TE 002 461
McCord, Bob Carroll
A Comparison of Four Methods of Speech Instruction with Third and Fourth Grade Culturally Deprived Boys and Girls as Measured by Improvement in Articulation, Auditory Memory Span, and Vocabulary.
Pub Date 70
Note—98p.; Ed.D. Dissertation, University of Mississippi
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-24,331: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Comparative Analysis, *Disadvantaged Youth, *Educational Experiments, *Speech Instruction, *Teaching Techniques
The effectiveness of four methods of speech instruction with third and fourth grade culturally deprived boys and girls was compared. The methods of instruction varied in regard to the manner in which they were developed and in sophistication from simple instructions on the operation of audiovisual equipment and materials to a commercially published guide adapted to this particular study. Subjects were tested for achievement on speech articulation, auditory memory span, and vocabulary before and after treatment. Some of the general conclusions of the study are: (1) The Modified Speech Therapy method of instruction was superior to any other method for the improvement of articulation. (2) The Modified Therapy method of instruction was the most effective in improving the auditory memory span of the subjects. (3) The Modified Therapy method of instruction was most effective for improving vocabularies of the subjects. (4) Regular classroom instruction was not an effective method for improving articulation, auditory memory span, and vocabulary. (Author/DB)

ED 052 188 TE 002 462
Ramsey, Andrew Boggs
The Relationship of Speech Training to Written English of Selected Sixth Grade Negro Students.
Pub Date 70
Note—157p.; Ph.D. Dissertation, Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-20,085: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Caucasians, *Composition (Literary), Control Groups, *Elementary School Students, Experimental Groups, *Hypothesis Testing, *Negro Students, *Speech Education
The relationship of speech training to the written English of selected Negro students using substandard English in an elementary school was investigated. The limitations to the study are: (1) The elementary school is a small rural school with an enrollment of about 500 white and 80

Negro students; (2) The school has only one part-time speech teacher; (3) A room 10 by 12 feet was provided for the instructional purposes, thus limiting the size of the experimental group. The null hypothesis tested was that there would be no significant difference between the performance at the .05 level on written compositions of members in Group I, who have received speech training, and those in Groups II and III, who have not received speech training. Eight sixth grade Negro students were selected as an experimental group, Group I. Eight Negro students with similar backgrounds were also selected for one control group, Group II, and eight similar white students for a second control group, Group III. The experimental group received six months of speech instruction. The null hypothesis was rejected by the Sum of Rank Tests in favor of Group I at the statistically significant levels of .01 between Groups I and II, and .02 between Groups I and III. It was concluded that speech training significantly reduces the errors made on written compositions of Negroes. (Author/CK)

ED 052 189 TE 002 466

Lindsay, Marie Rumford

A Descriptive Exploration of the Growth and Development of Spontaneous Oral Vocabulary of Elementary School Children.

Pub Date 69

Note—212p.; Ed.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-6040: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Age Differences, Elementary School Students, *Hypothesis Testing, Interviews, Kindergarten Children, *Language Development, *Sex Differences, *Word Frequency

An investigation was designed to ascertain the change in the spontaneous oral vocabulary of 25 boys and 25 girls in four successive biennial interviews as the children progressed from kindergarten through grades two, four, and six. The investigation assumed the probable interrelation of children's reading and oral language. Six hypotheses were designed to explore the changes in the number of different words, running words, maze words, maze noises and maze syllables, and the ratio of different words and maze words to running words. Eleven exploratory questions related to the hypotheses probed individual consistency between Part I (activities) and Part II (content of pictures) and the effect of sex. Two exploratory questions identified unusual words and the 100 words most frequently used at each grade. The interviews produced 139,045 running words tabulated for frequency by grade, sex, and part of the interview. The growth in number of different words, running words, and their interrelations was not usually significant at a two-year interval, generally significant at a four-year interval, and always significant at the six-year interval. There was a moderate to substantial correlation between Part I and Part II of the same interview. The boys and girls were compared 36 times, but only one comparison indicated a difference at the .05 level of significance. (Author/CK)

ED 052 190 TE 002 467

Lindquist, Mary Louise

Teaching Specific Skills in Language and Cognition to Disadvantaged Preschoolers.

Pub Date 69

Note—155p.; Ph.D. Dissertation, University of Wisconsin

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-22,426: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Control Groups, *Disadvantaged Youth, *English Instruction, Experimental Groups, Hypothesis Testing, *Language Skills, Models, *Teaching Methods

Research concerned with the compensatory education of disadvantaged children points to language deprivation as a primary causative factor in the "cumulative deficit" in education and school failure of these children. From a psycholinguistic framework, a method was devised to teach some of the essential linguistic skills in a short intensive program. The method included the following three processes: modeling, hypothesis testing, and hypothesis checking. Two experimental groups of four- and five-year-old children were trained in four aspects of language. One group of seven was trained in morphology and part-whole relationships; the other group, consisting of six subjects, was trained in syntax and classification. A control group of ten was given group language training according to traditional methods. Pre- and post-training measures were taken on nine dependent variables, and these were combined to form one score for each of the four training areas. The following conclusions were drawn: (1) Children do acquire knowledge of rules of language which they can apply in new contexts and using new words; (2) These generalizations can be explicitly taught in a short intensive training program; (3) The methods used in the program are effective for teaching both the rules of the sentence formation and verbal-conceptual hierarchies useful in learning; (4) The skills and habits necessary for verbal mediation in problem solving can also be taught. (Author/CK)

ED 052 191 TE 002 468

Gropper, Robert L.

Comprehension of Narrative Passages By Fourth-Grade Children as a Function of Listening Rate and Eleven Predictor Variables.

Pub Date 69

Note—125p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-7630: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Control Groups, Experimental Groups, *Grade 4, *Listening Skills, *Reading Speed, *Tests

The comprehension of aurally-presented narrative passages by fourth-grade children as a function of listening rate and performance on 11 predictor variables was investigated. The predictor tests included: PPVT, Otis Intelligence Test, MAT, Listening Comprehension, Digit Span, Coding, Auditory Attention Span, Clerical Speed, Perceptual Speed, Auditory Vocal Sequencing, and Chronological Age. The narrative passages were presented at rates of 126, 190, 252, 312, and 380 words per minute. The criterion data were obtained from the subjects' responses to multiple-choice questions based on the content of the passages. Subjects were children in three fourth-grade classes taken from schools in neighborhoods of mixed socioeconomic levels, providing a subject pool of 72 children. The subjects in each classroom were randomly assigned to five experimental groups, yielding a total of eight subjects per group. The remaining 32 subjects served as controls. Each experimental subject was given the battery of predictor tests listed above. The subjects were then exposed to the passages at the different rates. One passage and the accompanying criterion test were presented at each of five sessions. The data indicated that a slower than mormal speed resulted in greater comprehension. In terms of most efficient use of time, however, a speed about 25 percent faster than normal was best. (Author/CK)

ED 052 192 TE 002 472

Bortz, Donald Richard

The Written Language Patterns of Intermediate Grade Children When Writing Compositions in Three Forms: Descriptive, Expository, and Narrative.

Pub Date 69

Note—129p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-10,586: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Age Differences, *Analysis of Variance, *Composition (Literary), *Elementary School Students, *Language Patterns, Sex Differences, Standards

The study attempted to determine if differences occurred in the written language patterns used by intermediate grade children when they wrote compositions for different purposes. Sex and grade level were also independent variables. The compositions were obtained from a representative sample of intermediate grade children. The children listened to recorded motivational devices and responded in writing. Their compositions were then analyzed and their scores tabulated for each written language criterion. The raw data were then proportioned, and both sets of data were subjected to a correlation program and analyses of variance programs. The results for the proportioned data criteria were selected for reporting. The following conclusions were drawn: (1) The correlation matrixes reveal that many of the criteria are highly related; (2) The written language patterns of intermediate grade children are significantly different when they write for different purposes; (3) Intermediate grade boys and girls exhibit similar written language patterns regardless of their grade level or the form of their compositions; (4) Pupils in fourth, fifth, and sixth grades use similar written language patterns; (5) The sentence and the T-unit criteria yield similar results; (6) Children's compositions reveal the following descending order of frequency of sentence types: simple, complex, compound, and compound-complex. (Author/CK)

ED 052 193 TE 002 473

Clarke, Edward J.

Remedial Reading in the English Class.

Pub Date 71

Note—8p.

Journal Cit—Connecticut English Journal; v3 n2 p8-15 Spr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, *English Instruction, *Remedial Reading, *Teacher Role, *Teaching Techniques

Remedial reading, or the teaching of the ability to decode and comprehend, taxes the skills and ingenuity of the English teacher. This problem, however, must be tackled on a day-to-day basis. Remedial reading programs can be made effective by utilizing the following techniques: a daily 5-minute quiz which embraces previously covered material; a brief period of dictation, which emphasizes accuracy; improvised lessons on verb tenses, using the students' daily notes; games; student-created booklets or other projects to be completed at home; at least three totally different tasks to be completed during every class period; exercises to develop basic skills, which is the most important phase of any reading program; and developing a cordial atmosphere where true learning can take place. (DB)

ED 052 194 TE 002 477

Farrell, Edmund J.

Change, Priorities, and the College English Department.

Pub Date 1 Jul 71

Note—16p.; Speech presented at the meeting of the Association of Departments of English (Los Angeles, July 1, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Economic Factors, *English Departments, *Humanities, National Defense, *Population Growth, *Social Change, *Urban Areas

The functioning of the college English department during a period of rapid societal change is important. English programs can and have been interrupted by student activists. Such crises in formal education are small in comparison with the overriding issues of whether or not man can survive as a species past the turn of the next century and of what the quality of his existence will be if he does manage to perpetuate himself. At the current growth rate, the earth's population will double in 37 years. Coupled to this problem is that of caring for the young. Despite the recent creation of a "Green Revolution," by which production of wheat, rice, and maize has increased phenomenally in India, economic problems persist. The consequences of urbanization are manifold. Aggravating the financial crises of the major cities is the increase of violence it fosters and an intensified pollution of the environment. If technological man is to survive, he cannot for much longer destroy links in the chain of life upon which he, too, is ultimately dependent. Even if pollutants do not kill man, weaponry may. Currently, two and a half times as much is being spent on military equipment and personnel as is collected in taxes by all units of local government. Behavior must change and priorities be renewed. In the process of reconstructing national goals and of creating a

moral society, English departments and their chairmen can play a crucial role. (CK)

ED 052 195 TE 002 478
Nichols, James R.
Creation as a Conscious Act.
Pub Date Mar 71
Note—4p.
Journal Cit—Ohio English Bulletin; v12 n1 p4-7 Mar 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition (Literary), *Creative Expression, *Discipline, *Intelligence Level

A mistaken assumption held by English teachers for three decades is that there is a definite separation between a child's imagination and his intellectual discipline. When a student is assigned written themes, the assignments should stress the imaginative act as a disciplined and largely conscious process. The students must be helped to discover that the techniques employed by a good writer are employed purposely. Eventually, the student must make the crucial jump from the mere identification of terms as abstract principles to the use of these terms as vital and meaningful concepts. (CK)

ED 052 196 TE 002 481
De Jovine, F. Anthony
The Young Hero in American Fiction: A Motif for Teaching Literature.
Pub Date 71
Note—176p.
Available from—Appleton-Century-Crofts, Educational Div. of Meredith Corp., 440 Park Avenue S., New York, New York 10016 ($4.95)
Document Not Available from EDRS.
Descriptors—*American Literature, *Content Analysis, *Fiction, *Instructional Aids, *Literary Styles, Literature, Secondary Education

Intended primarily as an aid for secondary teachers of American literature, this book discusses fiction in which the hero is a young person. The techniques of teaching content and style of literature are presented. Twenty-three works of fiction are considered. (DB)

ED 052 197 TE 002 482
Wilkinson, Andrew
The Foundations of Language; Talking and Reading to Young Children.
Pub Date 71
Note—225p.
Available from—Oxford University Press, Inc., 200 Madison Avenue, New York, New York 10016 ($2.50)
Document Not Available from EDRS.
Descriptors—*Early Childhood, English Instruction, *Language Development, Learning Processes, *Linguistics, Oral Expression, *Psycholinguistics, *Reading Development

This book provides an introduction to psycholinguistics, and applies linguistic knowledge to early childhood learning. The chapters that comprise the book are as follows: I. The Elements of Language; II. Language and Situation; III. The Acquisition of Language; IV. Language and Reality; V. The Language Environment; VI. Capabilities in Language; VII. The Development of Oracy; VIII. The Beginnings of Reading; IX. Media and Schemes; and X. Oracy and Reading. In addition, a Reading List, General Bibliography, Glossary, and Index are included. (DB)

ED 052 198 TE 002 483
Barker, Larry L.
Listening Behavior.
Pub Date 71
Note—172p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95)
Document Not Available from EDRS.
Descriptors—*Behavioral Science Research, *Communication (Thought Transfer), *Feedback, Learning Processes, *Listening Skills

This book is designed to improve one's listening skills. Listening is behavior governed by the same principles that govern all behavior. The total constellation of factors influencing such complex behaviors that often arise in the speaking-listening situation involve several levels and types of learning. Any attempt to understand auditors must be guided by this recognition. The mere presence of a message receiver does not guarantee that communication will occur; he must be an active listener. Several observations may be made concerning the relationship between listening and learning: (1) listening is a conditioned (learned) behavior; (2) listening may be modified by instruction; and (3) attention-motivation provides the initial stimulus for listening. Variables related to listening effectiveness include sex, age, and personality. Listening behavior may be improved through vocabulary building, flexibility in views, and compensation for emotion-rousing words. Rumor and propaganda are two types of biased communication, and may be good or bad, depending on how they are used. Feedback is important to the total communication process. There are three levels of feedback: self-feedback, listener-to-listener feedback, and listener-to-speaker feedback. A bibliography is appended. (CK)

ED 052 199 TE 002 484
Malmstrom, Jean Lee, Janice
Teaching English Linguistically; Principles and Practices for High School.
Pub Date 71
Note—178p.
Available from—Appleton-Century-Crofts, Educational Division, Meredith Corp., 440 Park Avenue S., New York, New York 10016 ($6.95)
Document Not Available from EDRS.
Descriptors—*College Curriculum, *English Instruction, *Linguistics, *Textbooks

This book was written to bridge the chasm between the college course in linguistics and the high school English classroom. It is divided into two parts. Part I overviews those aspects of the field that are relevant to high school English teaching. Part II applies those linguistic ideas to the teaching of language, literature, and composition in the high school English classroom. The text may be used for two types of college courses: (1) the introductory linguistics course for teachers in training, and (2) the conventional English methods course. (Author/CK)

ED 052 200 TE 002 485
Duggins, James Harry, Jr.
Certain Social Values in Tenth Grade Literature Anthologies: A Content Analysis.
Pub Date 70
Note—158p.; Ph.D. Dissertation, University of California, Berkeley
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-9800: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Fiction, *Grade 10, *Hypothesis Testing, Instructional Materials, *Literature, *Measurement Instruments, *Social Values

This content analysis examines social values in the tenth grade literature anthologies of four major publishers. Basic hypotheses deal with interrelationships of narrative sequence, thematic development, and world view. It was hypothesized that fiction would follow a predictable sequence and main characters would be aided by an outside force or agency. This study speculated that three different measures of social values content would intermesh and support each other. The procedures used were Propp's Morphological Analysis, Child, Potter, and Levine's Thema, and Kluckhohn's Value Oppositions. The initial hypotheses of this study were borne out by statistically significant differences. Overall reliability for the judges' estimations was .78. Not only does the study support the hypotheses, but the three instruments used to test them verify and augment each other. A major recommendation based upon the conclusions of this study is for materials expressing plurality of social values. (Author/CK)

ED 052 201 TE 002 486
Vine, Harold A., Jr.
Affective Understanding and the Reading of Poetry.
Pub Date Jan 70
Note—244p.; Ph.D. Dissertation, Syracuse University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,999: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Affective Behavior, *Cognitive Processes, Comparative Analysis, Data Analysis, Experimental Groups, High School Students, *Literature Appreciation, *Measurement Instruments, *Poetry

This investigation was designed to shed light on the study of literature by focusing on the reader's affective understandings and by using the semantic differential (S.D.) to measure affective meaning. Initially, an experimental group of 49 advanced senior high school students and a comparison group of 53 average senior high students used the S.D. to indicate their affective understandings of a constellation of concepts related to the concept to be assessed in some poems. Then during a one-week period, the experimental group assessed nine poems on "death," using the S.D. to indicate their affective understandings of "death" and a written evaluation to indicate their cognitive understandings of "death" expressed in the poems. During the same period, the comparison group engaged in its regular class activities, which did not involve reading poetry or discussing "death." At the end of the week, both groups again used the S.D. to indicate their affective understandings of the constellation of concepts. Analysis of the data using analysis of variance, factor analysis, chi-square, related t-test, and correlation statistics warrant the following conclusions: (1) The S.D. does discriminate reliably among readers' affective understandings of views of a concept expressed in poetry; (2) There is a relationship between affective and cognitive understandings when taken across all poems. (Author/CK)

ED 052 202 TE 002 487
Rockey, Randall Earl
Contrastive Analysis of the Language Structures of Three Ethnic Groups of Children Enrolled in Head Start Programs.
Pub Date 70
Note—107p.; Ph.D. Dissertation, Cornell University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,1817: MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Comparative Analysis, Compensatory Education, Data Analysis, *Disadvantaged Youth, *Hypothesis Testing, Interviews, *Language Development, *Middle Class, *Preschool Children, Racial Differences

Compensatory education for disadvantaged preschool children includes, as one of its central components, a planned intervention program which is to provide the deprived child with linguistic skills comparable to those acquired naturally by children with a middle-class background. The hypothesis guiding the design and implementation of this study was that ethnicity also contributes to language differences. The speech of economically disadvantaged Negro, Seneca Indian, and Caucasian four-year-old children was analyzed and contrasted to determine those grammatical parameters that serve to identify the language of each of the three populations as dialectal variants. Ten were selected from each group; each child was attending a Head Start program. A fourth group of 10 children was selected from a middle-class white population to provide a standard measure against which the three deprived groups could be contrasted. These children were attending nursery school. A focused interview was developed to elicit a corpus of spontaneous, but guided, speech from each of the 40 subjects. It consisted of an hour and a half of subject-interviewer interaction based on a variety of activities. The verbal performance of the child was recorded and subsequently transcribed for linguistic analysis. In general, the four groups were similar in linguistic performance more consistently than had been anticipated. (Author/CK)

ED 052 203 TE 002 488
Sanders, Peter L.
An Investigation of the Effects of Instruction in the Interpretation of Literature on the Responses of Adolescents to Selected Short Stories.
Pub Date May 70
Note—206p.; Ph.D. Dissertation, Syracuse University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,975: MF $4.00, Xerography $10.00)

Document Not Available from EDRS.
Descriptors—Control Groups, *English Instruction, *Essays, Experimental Groups, *Grade 9, *Literature Appreciation, Short Stories

One method for teaching young people how to interpret literature was defined, and the effects of that method on the responses of ninth grade students to selected short stories were measured. Four English teachers and their 94 students were randomly assigned to two experimental and two control classes. Eight short stories were read during three and one half weeks. Instruction in accordance with the prescribed strategy was provided in experimental classes for the first six stories read. The control classes received no instruction, but read the stories independently and in the same sequence as that followed by students in the experimental classes. All students wrote free-response essays immediately following the reading or study of each story. As nearly as possible, these protocols were written by each class on the same day. The protocols (624) were analyzed in four ways: (1) through content analysis, (2) for quality, (3) for fluency, defined as the number of individual responses or ideas in a given protocol, and (4) for fluency, defined as the number of words in a given protocol. Significant differences (.01) were found both in the quality and in the overall pattern of student responses when the protocols of all groups for the six stories presented during the instructional period were compared. Significant differences were also found with both measures of fluency. The experimental treatment was judged effective in teaching students how meaning evolves in literature. (Author/CK)

ED 052 204 TE 002 490
Personke, Carl Yee, Albert H.
Comprehensive Spelling Instruction: Theory, Research, and Application.
Pub Date 71
Note—108p.
Available from—Intext Educational Publishers, Division of Intext Publishing Group, Scranton, Pennsylvania 18515 (2.00)
Document Not Available from EDRS.
Descriptors—*Educational Research, *Educational Theories, Elementary Education, *Learning Processes, *Models, *Spelling Instruction, Teaching Techniques

Eight years of spelling research are represented in this book. A considerable portion of the material has been printed previously in journals and research publications. The book is divided into the following chapters: 1. The Generalization Controversy in Spelling Instruction; 2. A model for the Analysis of Spelling Behavior; 3. The Situational Choice and the Spelling Program; 4. Spelling Achievement of Scottish and American Children; 5. Effect of Systematic Instruction on Ability to Generalize in Spelling; 6. Is the Phonetic Generalization Hypothesis in Spelling Valid? 7. Proofreading and Spelling: A Report and a Program; 8. Applications to Teaching; and 9. Testing the Personke-Yee Theory Through Research and Development. (DB)

ED 052 205 TE 002 491
A Senior High School Interdisciplinary Humanities Curriculum. Final Report.
City Univ. of New York, N.Y. Hunter Coll. High School.
Pub Date 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Creative Expression, Educational Innovation, *Educational Programs, *Grade 12, High School Students, *Humanities Instruction, *Interdisciplinary Approach, Learning Activities

The Hunter College High School Twelfth grade humanities curriculum was designed to end the artificiality between life and learning as found in the traditional program of studies. An effort was made to restructure the final year of high school to focus on Man rather than subjects, to see the interrelationships of the disciplines, and to end the "senior slump." The objective was to move outside the school walls and make the entire city a learning laboratory. Eight teachers in six different disciplines constituted the humanities committee who, with the project director, sought to integrate disciplines into more direct, coherent relationships. Four major themes were chosen as the central focus for each nine-week period: (1) "The Public Man," (2) "The Private Man," (3) "Man and Woman," and (4) "The Relationship of Man and Society." For each theme, the students, in consultation with one of the humanities teachers, prepared a project or some form of creative work. The level of involvement the students experienced gave them a greater qualitative understanding of achievement. Results include: (1) students feel they have gained from the program; (2) teachers and school administrators from distant schools have come to see the unique dimensions of the curriculum; (3) teachers consider it an honor to be a member of the humanities team; and (4) college admissions officers welcome the students. (CK)

ED 052 206 TE 002 493
Whalen, Thomas E.
Assessment of Language Ability by Computer.
Pub Date Apr 71
Note—18p.; Paper presented to the California Educational Research Association (April 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition Skills (Literary), *Computer Programs, *Essays, Junior High School Students, Language Ability, Models, *Predictor Variables, *Writing Skills
Identifiers—PEG, Project Essay Grade

A study was made of the capability of machine scoring of essays to determine a student's proficiency in English mechanics. A sample of 71 seventh grade essays were entered into a computer via punched cards and were processed using a modified version of the PEGFOR program. Prediction models, subtest models, and restricted models were tested for predictive efficiency. The most reliable model constructed was composed of seven variables: (1) number of capitalization errors, (2) standard deviation of sentence length, (3) standard deviation of word length, (4) number of connectives, (5) occurrence of "then", (6) average sentence length, and (7) number of usage errors. When used to predict overall essay grades, using regression weights derived from the mechanics criterion, the correlation between actual and predicted scores for 24 essays was .60, indicating a strong relationship between mechanical proficiency and overall writing ability at the seventh grade level. It is believed that computer scoring of essays may prove to be an important tool in the individualization of composition teaching. (DB)

ED 052 207 TE 002 495
Karls, John B.
Retrain to Retain.
Pub Date Nov 70
Note—11p.; Speech given at the Annual Convention of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Inservice Teacher Education, *Leadership Training, Professional Training, *Teacher Improvement, *Urban Teaching

A suggested plan for improving the training of teachers for urban schools includes inservice and on-the-job activities, with both apprentice teachers and experienced teachers involved. The plan, extending a full year, would require cooperation between a university or teacher education institution and one or more cooperating school systems. Each year's overall program would be geared to specific needs of the participating group. The program can be construed as a scrutiny of the field of English education, geared to the goal of preparing the teachers for instructional leadership within the urban area. Courses included in the program are The Practice of English Teaching, Sociology of (English) Teaching, Group Dynamics and Sensitivity Training, and Psychology of Adolescence. In addition to the courses, a number of elective workshops and seminars would be offered. Under this plan, the urban teacher participates in and plans a continuing process of education suited to his particular situation. (DB)

ED 052 208 TE 002 496
Lewis, James J.
Reactions of the General Public to Obscenity at College Demonstrations.
Pub Date Apr 71
Note—25p.; Paper presented at Meeting of the International Communication Association (Phoenix, April 22-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *College Students, Community Attitudes, *Language Usage, *Public Opinion, Questionnaires, *Semantics, *Socially Deviant Behavior

To determine whether the use of obscenities at college demonstrations creates negative hostile responses among the general population or positive and inclusive feelings toward the demonstrators, or both responses, interviews were conducted in the Denver Metropolitan area. An interview questionnaire was administered to 200 informants, 175 caucasians and 25 other races, of whom 55 were under the age of 30, 75 were between 30 and 49, and 67 were 50 and older. For study purposes, obscenity was operationally defined as "sex, body, and toilet words, but not words like 'hell' and 'damn'." Scaled and open-ended responses were obtained. The data obtained show the following: (1) the Denver area sampled reacted extremely negatively toward the use of obscenity in college demonstrations; (2) non-caucasians were much less negatively affected than were caucasians; (3) younger persons responded more favorably than did those who were older; (4) attitude toward sex and familiarity with obscenity were found to be affected by the variable of age; and (5) persons under 30, as well as those with a positive sex attitude, were much less likely to give responses of "disgust" and "anger." It is suggested that an age-related cluster of attitudes determines reactions, and obscenity is more effective for reaching specific groups. (DB)

ED 052 209 TE 002 497
Campbell, Laurence R.
The High School Newspaper as a Public Relations Medium, and Other Studies.
Quill and Scroll Society, Iowa City, Iowa.
Pub Date Apr 71
Note—49p.; A Quill and Scroll Study, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*High Schools, *Journalism, *News Media, *Public Relations, *School Newspapers, Student Organizations

In addition to the title study, six other studies are also presented in this publication. The titles and authors of these additional studies are: "What They Read Yesterday--and Why" by James R. Hickey; "Journalism Activities in Kentucky Public and Nonpublic High Schools: 1966" by Robert Murphy and Laurence R. Campbell; "Students' Appraisal of Syracuse University High School Press Institute, 1959-1966" by Laurence R. Campbell; "Measuring T-Units in Front Page News" by Laurence R. Campbell and Catherine Connelly; "Preparing English Teachers to Supervise School Newspapers" by Laurence R. Campbell; and "Obituary of High School Newspaper Journalism" by Laurence R. Campbell. A listing of dates of founding of high school press groups as reported to Quill and Scroll Studies by April 1, 1971 is given. The titles and authors of Quill and Scroll Studies performed during the period 1966-1970 are provided. (DB)

ED 052 210 24 TE 002 498
Qazilbash, A. Hussain
A Dialect Survey of the Appalachian Region. Final Report.
Morehead State Univ., Ky. Appalachian Adult Basic Education Demonstration Center.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-C-047
Pub Date May 71
Grant—OEG-3-70-0043(509)
Note—420p.; Ph.D. Dissertation, Florida State University
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Dialects, *Linguistics, *Nonstandard Dialects, *Regional Dialects, Surveys, *Vocabulary Skills
Identifiers—*Appalachian Region

To determine the linguistic structure of the Appalachian region, 9 interviewees from each of 13 states (Alabama, Georgia, Mississippi, Maryland, New York, Kentucky, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia) were chosen by selected criteria. The interviewees were classified as rustic, modern, and cultured speakers. Hour-long participant interviews were conducted, with a total of 117 hours of spoken discourse being taped. The data consisted of 471,656 words. The

data analysis provided: (1) an alphabetized list of words and their frequency by respondent; (2) an overall alphabetized list of the data with word frequency for the region; (3) an overall alphabetized word frequency list of misused words and their correct forms; and (4) an overall alphabetized word frequency list of colloquial terms and their explanations. From the tables obtained, a list of corrected functional vocabulary was prepared by state and types of speaker. There was an overall variation of 19.4 percent of Appalachian English from the standard English, which led to the conclusion that there is a distinct pattern of linguistic structure in the region. (Author/DB)

ED 052 211 TE 002 499
Johnson, Kenneth R.
The Influence of Nonstandard Negro Dialect on Reading Achievement.
Pub Date Apr 71
Note—8p.
Journal Cit—English Record; v21 n4 p148-155 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Language Patterns, *Negro Dialects, *Nonstandard Dialects, *Phonology, *Reading Instruction, Teaching Techniques

The purposes of this paper are: (1) to illustrate the nature of the difficulty when disadvantaged black children are taught reading by conventional methods; (2) to show that the conflict points, specifically, the phonological conflict points, need not be a problem if they are simply disregarded; and (3) to argue that disadvantaged black children who speak nonstandard Negro dialect be taught to read their dialect first (with only grammatical changes made in reading texts to match their nonstandard grammar), and later, after they have attained some facility in standard English, they should be taught to read standard English. Some of the conflict points between nonstandard Negro dialect and standard English are identified, and how these differences conflict during the teaching of reading by conventional methods is shown. (Author/DB)

ED 052 212 TE 002 500
Light, Richard L.
Some Observations Concerning Black Childrens' Conversations.
Pub Date Apr 71
Note—13p.
Journal Cit—English Record; v21 n4 155-67 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dialect Studies, Language Patterns, *Linguistics, *Negro Dialects, *Negro Youth, *Nonstandard Dialects, *Speech Habits, Verbal Ability

Four nonstandard linguistic features used by five black children, ages 6-11 years, in 14 conversations were recorded and transcribed. The interviewers included male and female adults, Negro and white. The four nonstandard linguistic features were multiple negation, and absence of the Z suffixes marking noun plural, possession, and the third person singular form of the verb. Results of the study show that the use of the nonstandard features depended upon: (1) the age of the child, with the youngest child reflecting a 75% occurrence, whereas the other four children showed a 28% average; (2) the presence or absence of adult interviewers, the absence of an interviewer correlating with a higher percentage of nonstandard features; and (3) the sex and race of the interviewer, with a white interviewer alone correlating with a lower percentage (21%) and a Negro interviewer correlating with a higher percentage (36%), and with the presence of a "familiar" white female correlating with a higher percentage of nonstandard forms (31%) than the presence of a white male (12%). The tapes and transcriptions of these 14 conversations are available at the Center for Applied Linguistics, Washington, D.C. (DB)

ED 052 213 24 TE 002 512
Williams, Frederick And Others
Attitudinal Correlates of Children's Speech Characteristics. Final Report.
Texas Univ., Austin. Center for Communication Research.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0336
Pub Date Mar 71
Grant—OEG-0-70-7868(508)
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Dialects, Language Skills, *Speech Evaluation, Statistical Analysis, *Stereotypes, *Student Teacher Relationship, *Teacher Attitudes

This research was a series of experiments focused upon teachers' evaluations of videotaped samples of children's speech. The theoretical framework drew mainly from current ideas about dialect features and the associations with social stereotypes which they appear to prompt in listeners. The practical focus was how this process relates to teachers' expectations of children's academic performances. The results of five experiments led to the following generalizations: (1) Teachers' evaluations of speech samples involved judgments along two relatively independent dimensions of confidence-eagerness and ethnicity-nonstandardness. These had generality across video-only, audio-only, and audio-video conditions of stimulus presentation and generality across samples of Anglo, Black, and Mexican-American children's speech. (2) The judgmental process appeared to combine stereotyping behaviors with evaluations of the language samples. (3) Teacher ethnicity interacted with child ethnicity in speech evaluations. (4) Speech evaluations could be used to predict teachers' expectations of children's academic performance in language arts classes. These results suggest that speech evaluation and the attitudinal correlates of dialect characteristics be incorporated into teacher training programs. (Author/DB)

ED 052 214 TE 002 514
Rohrkemper, Alberta
Teaching the Short Story.
Pub Date May 71
Note—5p.
Journal Cit—Ohio English Bulletin; v12 n2 p5-9 May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Literature Appreciation, *Short Stories, *Teaching Techniques

The techniques used to teach the short story in high school are discussed. Basic components that should be emphasized, either alone or in combination, are plot, character, and theme. By such an emphasis, the central meaning of the story is elicited. Examples of short stories that illustrate plot, character, and theme are given. Emphasis should be given to the text of the story, and the teacher should lead the students toward a more mature literary experience. (DB)

ED 052 215 TE 002 515
Lycette, Ronald L.
Film-Making and Teaching Composition.
Pub Date 70
Note—8p.; Paper presented at Spring Conference of Minnesota Council of Teachers of English (11th, Duluth, May 1970)
Journal Cit—Minnesota English Journal; v6 n2 p25-32 Spr 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, *Composition (Literary), *Film Production, *Poetry, *Student Developed Materials, Teaching Techniques
Identifiers—Bemidji State College

To stimulate students to learn through creative participation and to make literature a live experience, an experimental film making project was conducted with freshmen at Bimidji State College during the 1969-70 term. The first step was to introduce film-making to the students. This was accomplished through viewing and analyzing brief "experiential" films. The second step was to define guidelines that are applicable to both visual and verbal composition; during this step, the class learned that poetry depends upon sensations and ordinary observations of experiences. The film-making project of the class was an effort to merge poetry with the visual and the auditory. The third step of the experiment was the actual production of short films and a demonstration of the principles of composition. The class prepared the script from essays written by the students on poems discussed in class; they then edited the script, chose music and sound effects, and filmed the final product. It is through the process of evaluation and script writing that the relationship of the visual and verbal media is most apparent. (DB)

ED 052 216 TE 002 516
Tuve, Rosemond
More Battle Than Books.
Pub Date 70
Note—301p.; Essay contained in "Essays by Rosemond Tuve," edited by Thomas P. Roche, Jr.
Available from—Princeton University Press, Princeton, New Jersey 08540 ($10.00)
Document Not Available from EDRS.
Descriptors—Creative Thinking, *Cultural Factors, *English Instruction, Essays, *Literature, *Reading Development, Social Values, *Teaching Techniques

Major obstacles to good teaching of literature are discussed. To teach literature is to teach reading of mature literature, by oneself. Certain characteristics of our culture present major obstacles to accomplishing this teaching task: (1) the fact that we are a business-oriented culture with values that conflict with those that are inherent in aesthetic experience; (2) because we are technologically oriented, we are not alert to aesthetic values; (3) since, in our society, it is acceptable to do what is of interest but to say only what sounds well, no sound literature can be nourished nor is it possible to read any for long; (4) since we believe only in the active life, the contemplative can be defended only in terms of the active; and (5) as a culture with a push-button conception of human reaction, our whole approach to life is inimical to aesthetic experience. (DB)

ED 052 217 TE 002 521
Britton, James
Language and Learning.
Pub Date 70
Note—295p.
Available from—University of Miami Press, Drawer 9088, Coral Gables, Florida 33124 ($6.95)
Document Not Available from EDRS.
Descriptors—*Child Development, *Cognitive Processes, *Family Environment, *Language Development, *Learning Processes, *School Role

This book is based upon the theory that we use language as a means of organizing a representation of the world—each for himself—and that the representation so created constitutes the world we operate in, the basis of all the predictions by which we set the course of our lives. Chapter 1 discusses this theory; Chapter 2 relates what is relevant to language in the home from a child's birth to the time he goes to school; Chapter 3 presents a theory which stresses the differences between two kinds of language-using behavior; Chapter 4 has as its theme the child in the primary school, taking up each of the principal school activities related to language development; Chapter 5 traces the development of cognitive processes, looks at the cognitive-cum-affective organization found in the arts and applies the principles found here to more commonplace uses of language; and Chapter 6 discusses work in secondary schools and the adolescent wherever he may be. (Author/DB)

ED 052 218 40 TE 499 824
Nichols, Russell L. And Others
The Improvement of Brass Instrument Teaching Through the Use of a Profile of the Physical Aspects Involved. Final Report.
Weber State Coll., Ogden, Utah.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-H-008
Pub Date May 71
Grant—OEG-8-70-0003(509)
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anatomy, *Musical Instruments, *Music Education, *Physiology, *Teaching Techniques

To aid in providing a sounder methodological program in the teaching of trumpet playing, a study was made of the profiles of physical parameters involved in playing the instrument. Data were collected while beginning, intermediate, or advanced players performed scales in F, D, and B-flat and two etudes in both staccato and legato. The means used to record the data were: audio recording of sound; graphic representation of sound; measurement of air pressure and a graphic representation of these recordings; measurement of air flow and graphic

representation of these recordings; and anatomic cine Xurays of the larnyx during sound reproduction. The results are related to pressure control, absolute pressures, sound volume, and the importance of the vocal chord. Recommendations to teachers are that: (1) particular attention be given to achieving pharyngeal air pressure control in beginning students; (2) less effort needs to be given by the beginning players to achieving high pressure volume; (3) an increase in volume of air pressure will not necessarily lead to an increase of volume in the production of sound, but rather, it is through precise pressure variations and correlations between vocal chord and mouth region; and control movements of the true vocal chord are the most important for the production of sound and sound interruption in trumpet playing. (DB)

ED 052 219 24 TE 499 825
Hardiman, George W.
Identification and Evaluation of Trained and Untrained Observers' Affective Responses to Art Objects. Final Report.
Illinois Univ., Urbana. Dept. of Art.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-0051
Pub Date Mar 71
Grant—OEG-5-9-230051-0027
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Affective Behavior, *Art Expression, *Color Presentation, *Data Analysis, Factor Analysis, *Measurement Instruments, Rating Scales
The objectives of this study were twofold: (1) to empirically identify and analyze trained and untrained observers' affective responses to a representative collection of paintings for the purpose of constructing art differential instruments, and (2) to use these instruments to objectively identify and evaluate the major affective factors and components associated with selected paintings by trained and untrained observers. The first objective was accomplished by having 120 trained and 120 untrained observers elicit a universe of 12,450 adjective qualifiers to a collection of 209 color slides of paintings. Data analyses yielded subsets of adjective qualifiers most characteristic of trained and untrained observers' affective decoding of the 209 slides. These subsets served as a basis for constructing separate art differential instruments for trained and untrained observers' use in subsequent analyses. The second objective was achieved by having 48 trained and 48 untrained observers rate 24 color slides of paintings on 50 scale art differential instruments. Trained and untrained observers' art differential ratings of the 24 paintings were factor analyzed in order to identify the major affective factors associated with the paintings. For the trained observers, these were: aesthetic-evaluative, dynamism, emotive, and structural-organization. For the untrained, the factors were: aesthetic-evaluative, potency, and emotive. (Author/CK)

TM

ED 052 220 TM 000 493
Boyd, Joseph L., Jr. Shimberg, Benjamin
Handbook of Performance Testing: A Practical Guide for Test Makers.
Educational Testing Service, Princeton, N.J.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date Jan 71
Note—189p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Evaluation Techniques, *Guides, Job Analysis, Measurement Instruments, Observation, Occupational Information, Performance Criteria, *Performance Tests, Rating Scales, Skill Analysis, *Test Construction, Testing Problems, *Test Selection, Visual Measures, *Vocational Aptitude, Vocational Education Teachers
This handbook was designed to assist practicing vocational educators in planning and preparing performance measures for evaluating the behavioral outcomes of instruction. It is particularly concerned with fulfilling the needs of individuals involved in manpower development and training programs. The nature of and need for performance testing is discussed. Various stages in the development of a work-sample performance test are delineated, and alternative approaches to performance testing, including the paper-and-pencil test, are comparatively considered. Attention is given to the advantages and disadvantages of each type of testing. The appendix covers a wide range of skills and occupations in its sampling of performance tests, most of which are accompanied by identifying information and instructions for administration and scoring. An extensive bibliography is included. (PR)

ED 052 221 TM 000 543
Grotelueschen, Arden D. Gooler, Dennis D.
A Role of Evaluation in Planning Educational Programs.
Pub Date Feb 71
Note—15p.; Paper presented as part of a symposium, "Evaluation and the Planning of Educational Programs," at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Needs, Educational Objectives, *Educational Planning, *Educational Programs, *Evaluation, Evaluation Criteria, *Program Development, Program Evaluation, Program Improvement, *Program Planning, Rating Scales, Resource Allocations
This paper suggests that while evaluation means different things to different people, the focus is characteristically on what has been, or is being done. It is proposed that evaluation also be applied to things not yet done; that evaluation has a significant and continuous role in planning any educational program. Evaluation is seen as facilitating the fulfillment of the four basic functions of planning by (1) identifying program goals, (2) defining alternative means of attaining these goals, (3) indicating the possible consequences of selecting each alternative, and (4) providing data for the allocation of resources. Methods of operationalizing the preceding concepts, and procedures for determining priorities among goals and means are considered. The inclusion of this data into educational planning is discussed. (PR)

ED 052 222 TM 000 560
Seager, G. Bradley, Jr.
Evaluation of a Diagnostic Instrument of Supervision.
Pub Date Feb 71
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, *Diagnostic Tests, Educational Change, Effective Teaching, *Instructional Improvement, Student Teacher Relationship, *Supervisory Activities, Supervisory Training, *Teacher Behavior, *Teacher Evaluation, Teacher Improvement, Teacher Role
Identifiers—*Diagnostic Instrument of Supervision, DIOS
Instructional supervision is regarded as a resource to be managed by teachers for the improvement of instruction. Major problems in research on teaching effectiveness--operational definition of teaching effectiveness; systematic description and observation of teaching behavior; and systematic modification of teaching behavior in specified directions--are discussed. The Diagnostic Instrument of Supervision (DIOS), which employs student responses, is designed to identify strengths and weaknesses in the classroom to facilitate instructional improvement. Its development and evaluation are described. It is concluded that while teachers and supervisors use DIOS results in their planning, they have difficulty effecting changes which provide more favorable student responses. The instrument, item scores, and a report to the teacher which presents and explains DIOS results are included. (PR)

ED 052 223 TM 000 569
Guba, Egon G.
A Look to the Future.
Pub Date Feb 71
Note—22p.; From symposium "Report of the Phi Delta Kappa National Study Committee on Evaluation," presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Book Reviews, Computer Oriented Programs, *Decision Making, Educational Needs, Educational Programs, *Evaluation, Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, Models, Program Evaluation, Research Methodology
This paper summarizes Chapter XI, "An Overview and a Projection" of the book "Educational Evaluation and Decision-Making." The major assessments of this chapter: (1) how good were the answers provided to older questions; (2) what new questions were now able to be raised; and (3) who might be in a position to deal with them, are discussed. Concerning the first point, the author sees the book as more than passably adequate in terms of meeting its objectives, meeting the criteria for a good evaluation, responding to the five basic problems of evaluation, and meeting the conditions for an adequate theory. Regarding new questions, the areas of decision-making, criteria, methodology of the interface role, methodology of the technical role, data systems, implementation and organization, training, and therapy, are seen as those most in need of inquiry and development. Finally, in relation to who might deal with these questions, the author includes an eight page quotation from the book manuscript to discuss this topic. It suggests that evaluation practitioners on the local, state and national levels, evaluation consultants, evaluation research and development personnel, users of evaluation reports, consumers of evaluation reports, related professional groups and funding agencies might contribute solutions to new questions. (AG)

ED 052 224 TM 000 595
Emmer, Edmund T. Peck, Robert F.
Dimensions of Classroom Behavior.
Spons Agency—Texas Univ., Austin. Research and Development Center for Teacher Education.
Pub Date Feb 71
Grant—OEG-6-10-108
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, Behavior Patterns, *Behavior Rating Scales, *Classroom Observation Techniques, *Factor Analysis, Factor Structure, Group Behavior, *Student Behavior, Student Teacher Relationship, *Teacher Behavior
Relationships among behaviors, defined within each of several observation systems, were determined and relationships across systems were examined to empirically derive dimensions of classroom behavior. These four observation systems were selected to include as broad a range of categories as possible: Fuller Affective Interaction Records (FAIR), Observation Schedule and Record--Form 5 (OScAR), Cognitive Components System (CCS), and Coping Analysis Schedule for Educational Settings (CASES). Observations were made from 138 lessons videotaped in fifth and eighth grade classrooms. Observational data from each system was summarized and intercorrelated. Correlations among categories within systems were factored to yield intra-system dimensions. Factors for each observation system and the relationships between factors are discussed in detail. The eleven behavioral dimensions represent overlap among factors obtained from each of the four coding systems. (PR)

ED 052 225 TM 000 596
Linehan, Jean D.
Equivalency and Proficiency Testing Related to the Medical Laboratory Field.
National Committee for Careers in Medical Technology, Bethesda, Md.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date Mar 70
Note—152p.
EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bibliographies, Career Ladders, Educational Certificates, Educational Testing, *Equivalency Tests, Evaluation Techniques, Health Personnel, *Laboratory Technology, *Manpower Utilization, Medical Laboratory Assistants, *Medical Technologists, Occupational Mobility, Paramedical Occupations, Personnel Evaluation, *Qualifications, Testing, Tests

The expanded need for medical laboratory workers necessitates the recruitment of new personnel, and even more important, better utilization of present personnel. The development of a career ladder for laboratory workers would facilitate advancement as it would allow upward mobility for workers who could demonstrate knowledge and ability equivalent to that expected from those completing education and training for higher level positions. This study points out the need for equivalency examinations and summarizes information about equivalency and proficiency testing practices in the medical laboratory field, other health fields, and in other areas where experiences are applicable to the laboratory. An annotated bibliography which reviews the literature dealing with the need for equivalency exams is presented. Also included are various testing programs which are described in detail, each with information regarding purpose, method of development, format, concept, and aim of measurement. (CK)

ED 052 226 TM 000 623

Flanagan, John C.

Progress in Education - 1960-1970: A Sample Survey.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date Feb 71

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Attendance, Career Planning, *Comparative Analysis, Educational Improvement, Effective Teaching, *Grade 11, Guidance Programs, Health, Higher Education, Instructional Programs, Longitudinal Studies, *National Surveys, Occupational Choice, Occupational Guidance, *Program Effectiveness, Questionnaires, Reading Comprehension, Reading Skills, Secondary School Students, Testing, Vocational Counseling

Identifiers—*Project TALENT

This sample national survey compares results for students in the eleventh grade in 1970 to the Project TALENT national survey of high school students conducted in 1960. Several important conclusions resulted from this survey: 1) there has been little improvement in reading skills in the first eleven years of schooling; 2) guidance programs appear to have been more effective in recent years than prior to 1960. Although progress has been made, improvement in guidance procedures and individual planning is needed; 3) there has been little improvement in the quality and effectiveness of the instructional programs; 4) students report they are working more, studying less, and reading books to about the same degree as in 1960; 5) there is a decrease in the number of absences over 15 days; and 6) a slight, but consistent trend in poorer health than in 1960 is linked to the increased use of stimulants. The study indicates that there is an urgent need for the development of educational programs designed to make major improvements in the quality of education. A sample of the survey, which includes weighted responses, is appended. (TA)

ED 052 227 TM 000 626

Garfunkel, Frank

Productivity of Young Children: The Development of the Classroom Behavior Scales (CRB).

Boston Univ., Mass. Headstart Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 70

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Performance, *Behavioral Science Research, *Behavior Rating Scales, Classroom Environment, *Classroom Observation Techniques, Emotionally Disturbed Children, Factor Analysis, Grade 1, Individual Differences, Learning Disabilities, Performance Factors, Preschool Children, *Productivity, Retarded Children, Sex Differences, Student Behavior, Student Teacher Relationship, *Test Construction, Video Tape Recordings

Identifiers—*Classroom Behavior Scales, CRB

The rationale for and development of the Classroom Behavior Scales (CRB) are discussed in connection with applications on four separate samples of Head Start, kindergarten and first grade children. Studies of observer agreement, stability, structure, comparisons over sex, classes, conditions, observers and over time are presented. Results showed high observer agreement, non-significant repeated trail correlations, consistent and expected changes in scale means over time--Head Start to first grade, unstable factor structures over samples and over repeated observation of the same sample. Differences between classes were consistently significant. An application with an experimental program did not show significant differences, which was an expected result. Classroom observational strategies are compared to educational and psychological testing as ways of getting measures of children in schools. While the latter will, in general, put a premium on stability, as a condition of test reliability, the former will emphasize individual variability. Data from CRB applications is presented to support this contention. The key for the scales of the CRB is appended. (Author)

ED 052 228 TM 000 630

Blai, Boris Jr.

Roommate-Impact Upon Academic Performance.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No—IRR-71-6

Pub Date Feb 71

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Grouping, Ability Identification, *Academic Performance, *College Freshmen, Environmental Influences, Grade Point Average, Grade Prediction, *Heterogeneous Grouping, Homogeneous Grouping, Junior Colleges, *Performance Factors, Student Grouping

Identifiers—Roommates

It has been hypothesized that a student will develop more fully academically if grouped with students of similar ability. A study was undertaken at Harcum Junior College to assess the effect upon academic performance of the assignment of roommates with varying high school academic records. For investigation purposes students were identified as above average, average, and below average. Four groups were then formed: Group I paired above average students with average students; Group II, average with average; Group III, above average with below average; and Group IV, below average with below average. Analysis of results indicated that significantly higher levels of academic achievement could be attained by average and below average achievers by assigning them as roommates to above average academic achievers. (CK)

ED 052 229 TM 000 631

Abstracts for the 11th Annual Convocation of NERA.

Northeast Educational Research Association.

Pub Date Mar 71

Note—86p.

Available from—Northeast Educational Research Association, New York State Education Department, Division of Evaluation, Albany, New York 12224 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Abstracts, Administration, *Conference Reports, Counseling, Disadvantaged Youth, *Educational Research, Guidance, Higher Education, Measurement, Reading, Self Concept, Special Education, *Symposia, Testing, Tests

The Northeast Educational Research Association (NERA) hosted 10 sessions in November 1970. Papers presented at Session 1 dealt with special education (mentally retarded children, intelligence tests and figure orientation). Session 2 highlighted reading (initial teaching alphabet, Frostig subprograms on perception and the disadvantaged in regard to reading) and Session 3 focused on higher education. Session 4 was devoted to teacher perceptions (urban teachers, pre-service education and student-centered teaching); Session 5 solely to the study of the disadvantaged. Design and measurement topics included in Session 6 ranged from item analysis of criterion-referenced tests and stimulus standardization for individualized learning systems, to the scoring of creativity tests by computer simulation. Problems in measurement were dealt with in Session 9. Self-concept (review of research to relationship between creativity, social and academic acceptance) was treated in Session 7 and administration models, policies and influences in Session 8. The final session focused on facets of guidance and counseling papers. The NERA conference also included a number of symposia covering a wide range of topics. (CK)

ED 052 230 TM 000 633

Schaie, K. Warner Roberts, Jean

School Achievement of Children 6-11 Years as Measured by the Reading and Arithmetic Subtests of the Wide Range Achievement Test.

Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Jun 70

Note—54p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Achievement Tests, Arithmetic, Comparative Statistics, *Elementary School Students, *National Surveys, Raw Scores, Reading Achievement, *Scores, Statistical Surveys, Testing

Identifiers—*Wide Range Achievement Test, WRAT

This report contains national estimates of school achievement for children aged 6-11, as measured by the Reading and Arithmetic subtests of the Wide Range Achievement Test (WRAT). This data was obtained in the second cycle of the Health Examination Survey, conducted in 1963-65. A probability sample of 7,417 children was selected to represent the 24 million noninstitutionalized children in this age group. The sample, 96 percent of which was examined, was representative of the child population of the U.S. with respect to age, sex, race, region, size of place of residence, and change in size of place of residence from 1950 to 1960. The findings on school achievement are presented by age, grade, and sex. Grade equivalents, percentile ranks, and standard score equivalents of these raw scores are included. Comparison is made with the data available for the group on which Jastak standardized the 1963 revised WRAT. National estimates from this survey, on the average, were lower than those for the standardization group for both subtests, significantly so for most ages on the Arithmetic subtest. In general, slightly greater variability in scores was found in the Reading but not the Arithmetic subtest for the U.S. children from the present study than that in Jastak's standardization group. (Author/AG)

ED 052 231 TM 000 634

Purl, Mabel C. Curtis, Jonathan

Raven's Progressive Matrices Test Correlations with Measures of Large-Thorndike and Wechsler Intelligence Tests.

Riverside Unified School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Office of Compensatory Education.

Pub Date Sep 70

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anglo Americans, Comparative Analysis, *Correlation, Ethnic Groups, Grade 1, Grade 2, Grade 6, *Intelligence Tests, Measurement Instruments, Mexican Americans, *Minority Group Children, Negroes, Nonverbal Tests, *Predictive Ability (Testing), *Predictive Measurement, Sex Differences, Verbal Tests

Identifiers—Large Thorndike Intelligence Test, LTIQ, PM, *Progressive Matrices Test, Wechsler Intelligence Scale for Children, WISC

The relationship of the Progressive Matrices Test (PM) to the Large-Thorndike Intelligence Test (LTIQ) and the Wechsler Intelligence Scale for Children (WISC) is examined. Predictive power of these measures with respect to a

number of achievement measures was also investigated. The initial sample consisted of 242 first graders and 281 second graders; 182 sixth graders constituted a second sample. A breakdown of the sample by sex and ethnic group is given in Tables 2 through 7. Table 1 gives correlations of the PM with the LTIQ and the WISC and its subscales for each grade considered, for all groups combined. Results indicate that the PM is more predictive of verbal abilities for females than for males. For minority children, the scores associated with the PM, the scores associated with the LITQ, and the Wechsler and its subscales, showed a low and erratic relationship, indicating that the PM measures a dimension of intelligence relatively untapped by the other instruments. However, the PM was found to be a poor predictor of reading or arithmetic achievement for the sixth grade Mexican-American sample, but for all other groups it provided substantial prediction in most cases. The LTIQ was found to be far superior to the PM and WISC as a predictor with all groups. (LR)

ED 052 232 TM 000 636
Lipe, Gary
Analysis of Performance Data for Instructional Design Projects.
Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date Feb 71
Note—21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Autoinstructional Aids, Criterion Referenced Tests, *Data Analysis, Evaluation Techniques, *Instructional Design, Instructional Materials, *Learning, Literature Reviews, *Models, *Performance, Post Testing, Pretesting, Systems Approach, Test Construction, Testing

The development of a single value revision indicator which would utilize learner performance data obtained from a pretest-posttest design to rank a set of instructional modules as to their relative need for revision is discussed. A set of procedures was developed in connection with the implementation of the Production, Implementation, Evaluation, and Revision of Instruction Modules (PIERIM) Model for design of instruction. A comparison of the similarities and differences between using the module in a conventional classroom environment and using it in a self-instruction environment are presented as a frame of reference for the analysis and interpretation of the learner performance data reported in Tables 1 and 2. The correlation coefficient (r =.83) indicated substantial agreement between the rankings of the instructional modules using the revision indicators derived from the learner performance data for Group I and Group II. This methodology appears to be one method for the better utilization of data derived from learner performance during the formative evaluation of instructional materials. (CK)

ED 052 233 TM 000 637
D'Costa, Ayres G. And Others
A Measure of Scale Clarity.
Pub Date Feb 71
Note—7p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—High School Students, *Individual Differences, *Measurement, *Occupational Surveys, Predictor Variables, *Rating Scales, Research, *Response Mode, Statistics, Vocational Interests
Identifiers—*Ohio Vocational Interest Survey (OVIS)

The Feasibility of developing an index to represent the degree of consistency with which a student responds to a set of items in a homogeneous scale is investigated. The dispersion of responses to a set of items by a group of subjects has typically been measured by the standard deviation. Here, the interest is in the dispersion of responses from the same subject to a set of items. The Ohio Vocational Interest Survey was used to gather students' responses to 11 items (job-activity statements) in terms of a 5-option scale. The investigation consisted of 3 phases: (1) a scale clarity index (SCI) was devised; (2) all possible response patterns were defined and the clarity of each was rated in terms of degree of consistency; and (3) the extent to which the deviation raw score, the standard deviation, mean deviation, and a centrality index would predict the scale clarity rating developed in the second phase was investigated. A critical aspect of this study is the judges' ratings of the clarity inherent in each pattern. The SCI provides additional information as to the nature of a subject's responses, is useful in the interpretation of raw scores, especially those based on individual item responses, and has great promise in testing and measurement practice. (TA)

ED 052 234 TM 000 638
Stake, Robert E.
Measuring What Learners Learn (With a Special Look at Performance Contracting).
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Criterion Referenced Tests, Educational Accountability, *Educational Objectives, Educational Testing, Evaluation Criteria, Evaluation Techniques, Grade Equivalent Scores, *Learning, *Measurement, *Performance Contracts, Performance Criteria, Performance Specifications, Student Testing, Teacher Evaluation, *Testing Problems

A discussion of performance contracting, defined as an agreement between a group offering instruction and a school needing the services, is presented. Four major hazards to direct measurement of specific learning are considered: poor statement of objectives; selection of the wrong tests; misinterpretation of test scores; and depersonalization of contemporary life. These and other problems such as human and testing error, valid criterion testing, and the question of when to test, are discussed in full. The relationship of these hazards of performance measurement to performance contracting, and to regular school programs, is presented. (AG)

ED 052 235 TM 000 639
Blai, Boris, Jr.
Psychometric Evaluation of Harcum Freshmen: 1962-1970.
Harcum Junior Coll., Bryn Mawr, Pa.
Report No—IRR-70-48
Pub Date Oct 70
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, Aptitude Tests, Career Choice, *College Freshmen, Decision Making, Educational Diagnosis, Educational Planning, Intelligence Tests, *Junior Colleges, Measurement, Program Evaluation, *Psychometrics, Student Adjustment, Student Attitudes, Student College Relationship, *Student Evaluation, Study Habits, *Testing Programs, Vocational Interests

The psychological-educational test program that is used at Harcum Junior College in Bryn Mawr, Pennsylvania is discussed. The program assists students individually and in groups to assume responsibility for making their own educational and vocational career decisions. Student and class profiles from 1962 to 1970 which include I.Q. average, verbal and mathematical class averages as determined by the Scholastic Aptitude Test (SAT), and other measures of individual achievement are analyzed. During the nine year period, Harcum has utilized a variety of measuring devices to ascertain for its freshmen their: (1) academic potential; (2) academic achievement level and special academic skills; (3) reading achievement or potential; (4) critical thinking ability; (5) study habits or attitudes; and (6) personality characteristics associated with adjustment to college life. A sustained effort has been made to furnish faculty, staff, and students with comprehensive, accurate information to help them make competent, considered decisions relating to individual student educational progress. (AE)

ED 052 236 TM 000 640
Gephart, William J. Bartos, Bruce B.
Profiling Instructional Package.
Phi Delta Kappa, Bloomington, Ind.
Report No—Occas-Pap-7
Pub Date Aug 69
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, Data Collection, Data Processing, Educational Research, Evaluation, *Flow Charts, Hypothesis Testing, *Instructional Materials, Logical Thinking, *Profile Evaluation, *Research Methodology, Statistical Analysis

The necessity of evaluating research methodology is discussed, and a profiling approach is proposed. Explanatory statements about the research process, directions for doing the actual profiling of the research report, a research profiling flow chart, a research profile sheet, and two additional graphic aids to understanding are included. The procedure outlined in the Research Profiling Flow Chart first examines whether the research is a test of a hypothesis, or an answer to an empirical question; it then focuses on the generation of data. The final facet of the research process is data analysis. For further information on profiling, see Occasional Paper #3: Profiling in Educational Research (TM 000 643). (AG)

ED 052 237 TM 000 642
Gephart, William J.
The Eight General Research Methodologies: A Facet Analysis of the Research Process.
Phi Delta Kappa, Bloomington, Ind.
Report No—Occas-Pap-6
Pub Date Jul 69
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, *Comparative Analysis, *Educational Research, Evaluation Techniques, Measurement, Research Criteria, *Research Design, *Research Methodology, Research Problems, Statistical Analysis, Statistics
Identifiers—*Guttman Facet Design Technique

There is a need for clarity regarding different research strategies in order to assess the relative contribution of each. Using the framework of the Facet Design Technique (FDT) for problem structuring, eight general research strategies are identified as they relate to measurement fidelity, representativeness of units, and treatment administration. Three forces are seen as having contributed to a system of classifying research methods. They include: development of an instrument for evaluating the methodological adequacy of research in education; a growing reliance on the experimental method; and, the Guttman Facet Design Technique (FDT) which provides a system for the development of a conceptual universe on a specified problem in advance of the generation of empirical data. The historical, descriptive, experimental, and quasi-experimental methods of research are defined in operational terms and classified into eight categories of research strategies through the use of the FDT. Levels of control, profiles of the different methods, and examples of less familiar inquiry techniques are examined. It is concluded that in some instances, data that have specific inadequacies can yield stronger conclusions through the application of certain statistical techniques, but that the overall evaluation of any completed research cannot be concluded until a contrast is made which holds up the statistic used to the statistic most appropriate for the nature of the generated data. (AE)

ED 052 238 TM 000 643
Gephart, William J.
Profiling Educational Research.
Phi Delta Kappa, Bloomington, Ind.
Report No—Occas-Pap-3
Pub Date Jan 69
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, *Educational Research, Evaluation, Flow Charts, *Hypothesis Testing, Logical Thinking, Measurement Instruments, Measurement Techniques, *Profile Evaluation, *Research Methodology, Statistical Analysis

Profiling, a procedure for evaluating methodological adequacy, a prerequisite for the acceptance or rejection of the conclusions of the investigation, is discussed. Three elements of this procedure are presented: (1) structuring of a logical argument, (2) generation of data and (3) analysis of data. All three elements are employed

in hypothesis testing, and the second two are employed for empirical studies. Three aspects of data generation: representativeness, treatment and measurement are presented graphically as dimensions for the research quality cube. Ordinal scales, to facilitate profiling, are given for each of the three dimensions. Problems of data analysis are noted and the development of grids for the profiling analysis procedure is explained. Flow charts for guiding the research profiling are appended. (LR)

ED 052 239 TM 000 644
Boyd, Joseph L., Jr. Shimberg, Benjamin
Directory of Achievement Tests for Occupational Education.
Educational Testing Service, Princeton, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton.; Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71
Note—181p.; Draft
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Achievement Tests, Aptitude Tests, Auto Mechanics (Occupation), Building Trades, *Directories, Drafting, Electronics, Graphic Arts, Health Occupations, Machinists, *Measurement Instruments, *Occupational Tests, Office Occupations, Performance Tests, Standardized Tests, *Vocational Aptitude, Vocational Education

This directory was compiled to assist vocational teachers and researchers in locating tests in various occupational fields. Test data was gathered from publishers, directors of vocational programs, union officials, and members of the American Vocational Association. Selection of the instruments depended on their availability and standardization, although a few restricted instruments and non-standardized "item-banks" are included. Several "Trainer-Tester" devices and similar performance measures are also included. The tests are presented within eleven broad fields of vocational education. Each test annotation includes title, author, publisher, cost, forms available, administration, and a brief description of the test items. A key word index is provided to facilitate test searches. (PR)

ED 052 240 TM 000 646
Norris, Lila Katz, Martin R.
The Measurement of Academic Interests - Part II: The Predictive Validities of Academic Interest Measures.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-67; RDR-70-71-5
Pub Date Dec 70
Note—189p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Ability, Factor Structure, *Grade Prediction, Higher Education, High School Students, *Interest Scales, Interest Tests, Predictive Ability (Testing), *Predictive Validity, Predictor Variables, *Rating Scales, *Student Interests, Values, Vocational Interests
Identifiers—Academic Interest Measures, AIM

This study of predictive validities of Academic Interest Measures (AIM) is based on a follow-up through Grade 12 and one year after high school graduation, of students tested in Grade 11. Major topics considered are: prediction of both marks and interests in Grades 12 and 13, emphasizing differential prediction; structure of abilities, interests and values; and relationships between the independent variables and occupational criteria for the subsample which did not continue post-high school education. (PR)

ED 052 241 TM 000 647
Cahen, Leonard S. And Others
A Comparison of School Mean Achievement Scores With Two Estimates of the Same Scores Obtained by the Item-Sampling Technique.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-64
Pub Date Nov 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Analysis of Variance, Comparative Analysis, *Comparative Testing, Correlation, *Grade 12, *Item Sampling, *Mathematics, Performance Factors, Statistics, Student Testing
Identifiers—Project TALENT Mathematics Test (Part 2), PTMT 2

The accuracy of estimating test means for groups of twelfth-grade students by the item-sampling technique was examined. The subjects were from 35 twelfth-grade schools participating in the National Longitudinal Study of Mathematical Abilities. Half of the students in each school were assigned to a treatment condition where they took a complete 24-item mathematics test on the first day of testing and took item-sampled versions of the same test on the second day of testing. A second random group of students within each of the schools took the item-sampled version of the mathematics test on day 2 but did not take the complete version of the mathematics test on day 1. There was no evidence to indicate that taking the complete 24-item mathematics test influenced the performance on the item-sampled version on the second day of testing. Reasonably close estimates of mean performance were obtained from the item-sampling situation as compared to the means estimated from the conventional type of testing. The differences between the means estimated from conventional type testing and from item-sampling testing were found to diminish as a function of the number of students tested in the school (square root transformation). (Author/PR)

ED 052 242 TM 000 648
Joreskog, Karl G. And Others
ACOVSM: A General Computer Program for Analysis of Covariance Structures Including Generalized MANOVA.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-1
Pub Date Jan 71
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Covariance, *Analysis of Variance, *Computer Programs, Mathematics, *Models, Multiple Regression Analysis, Statistical Analysis, *Statistics

Joreskog's general method for analysis of covariance structures was developed for estimating a model involving structures of a very general form on means, variances, and covariances of multivariate observations. This method achieves a great deal of generality and flexibility, in that it is capable of handling most standard statistical models as well as many nonstandard and complicated ones. This paper describes a computer program for the method. When the variance-covariance matrix of the observed variables is unconstrained, the method may be used to estimate location parameters and to test linear hypotheses about them. For example, the program may be used to handle such standard problems as multivariate regression, ANOVA, and MANOVA. A unique feature of the method is that it can also be used when the variance-covariance matrix is constrained to be of a certain form. Various other models involving correlated errors or errors of measurement can also be handled. An illustration of how input data is set up, and what the printout looks like for two small sets of data, are included. (Author/CK)

ED 052 243 TM 000 649
Linn, Robert L. Werts, Charles E.
Errors of Inference Due to Errors of Measurement.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-7
Pub Date Feb 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Covariance, Analysis of Variance, Comparative Analysis, *Correlation, *Error Patterns, *Factor Analysis, *Mathematical Models, Measurement, Research Design, Research Methodology, *Statistical Analysis, Statistical Bias
Identifiers—*Errors of Measurement

Failure to consider errors of measurement when using partial correlation or analysis of covariance techniques can result in erroneous conclusions. Certain aspects of this problem are discussed and particular attention is given to issues raised in a recent article by Brewar, Campbell, and Crano. (Author)

ED 052 244 TM 000 650
Womer, Frank B.
Research Issues Arising from the National Assessment of Educational Progress.
Pub Date Feb 71
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Data Analysis, Demonstration Programs, *Educational Objectives, Educational Research, Evaluation Methods, Models, *National Surveys, Performance, *Sampling, Student Testing, Symposia, Test Construction, Testing Problems, Test Reliability
Identifiers—*National Assessment of Educational Progress

This symposium deals with recent issues in the development of the National Assessment model. General goals are outlined and the following topics are discussed: "Objectives and Exercises" (Jack C. Merwin); "Sampling" (A. Finkner); and "Data Analysis" (John Milholland). (CK)

ED 052 245 TM 000 651
Bechtel, Gordon G.
On Least Squares Fitting Nonlinear Submodels.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-11
Pub Date Mar 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, *Mathematical Models, *Mathematics, *Multiple Regression Analysis, *Statistics
Identifiers—*Least Squares Method

Three simplifying conditions are given for obtaining least squares (LS) estimates for a nonlinear submodel of a linear model. If these are satisfied, and if the subset of nonlinear parameters may be LS fit to the corresponding LS estimates of the linear model, then one attains the desired LS estimates for the entire submodel. Two illustrative analyses employing this method are given, each involving an Eckart-Young (LS) decomposition of a matrix of linear LS estimates. In each case the factors provide an LS fit of the nonlinear submodel to the original data. The minimum error sum of squares for this fit is the error sum of squares for the corresponding linear model plus a function of the eigenvalues involved in the factorization. An Eckart-Young factorization, however, is only a special case of an LS decomposition of LS estimates. The present method is more generally applicable (under the three simplifying conditions) whenever any LS procedure may be found for fitting certain parameters of a nonlinear submodel to the corresponding LS estimates of a linear model. (Author)

ED 052 246 TM 000 652
Hartnett, Rodney T.
A Note on the Comparability of Alternative Scoring Methods for the Institutional Functioning Inventory.
Educational Testing Service, Princeton, N.J.
Report No—RM-71-3
Pub Date Jan 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, *Colleges, *Comparative Analysis, Correlation, Evaluation, *Rating Scales, *Scoring, Student Opinion, Universities
Identifiers—College and University Environment Scales, IFI, Institutional Functioning Inventory

Both the Institutional Functioning Inventory (IFI) and the College and University Scales (C-UES) are self-study and evaluation instruments. Because the IFI is concerned primarily with dimensions of interest to faculty, while CUES reflects aspects of campus life more important to students, these two measures are frequently used together to obtain a complete perspective. It may be disconcerting when the user finds that each employs a different scoring technique. The IFI is scored in the typical measurement fashion where each item answered in the keyed direction is scored "1" and those in a non-keyed direction are scored "0." The scoring system for CUES is quite different; it utilizes the "66+/33-" method, a technique which takes into account only those items about which there is a consensus of two-to-one or greater among the respondents. IFI data from the 37 institutions comprising the IFI normative group was rescored using the CUES method. The comparison of the two scoring techniques indicated that the two methods are practically identical in terms of the resulting institutional profiles. However, a variety of reasons are given for the retention of the traditional scoring method with IFI. (CK)

ED 052 247 TM 000 653
Boldt, Robert F.
Comparability of Scores from Different Tests Though on the Same Scale.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-10
Pub Date Feb 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Comparative Testing, *Measurement Techniques, Norms, Psychological Tests, *Scores, *Scoring, *Testing, Tests
Identifiers—*Scaled Scores
Scores from tests in the same battery are put on scales which are the "same" in some sense, so that certain interpretations are made easier. This is often done when scores for different tests are obtained on different population segments, especially such as newer, more varied batteries of test offerings. It is felt that traditional erroneous expectations about the meaning of scaled scores may be carried over into the new situations and hence certain of these expectations are discussed. It is suggested that when special properties of scales are considered valuable for the users of a new battery, active technical steps beyond those of traditional scaling are required to assure that these values are implemented. (Author)

ED 052 248 TM 000 654
Temp, George
Test Bias: Validity of the SAT for Blacks and Whites in Thirteen Integrated Institutions.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-2; RDR-70-71-6
Pub Date Jan 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasian Students, College Admission, College Freshmen, *College Integration, *Grade Point Average, Grade Prediction, Measurement Instruments, Negro Students, Predictive Ability (Testing), *Predictive Validity, *Racial Differences, *Test Bias
Identifiers—SAT, *Scholastic Aptitude Test
Differential prediction of grade point average for black and white freshman students was empirically investigated at 13 integrated institutions by comparison of regression planes. Particular attention was given to the possibility that prediction procedures that are appropriate for white (majority) students would under-predict the performance of black (minority) students. The data tend to support, among others, the following generalizations: (1) a single regression plane cannot be used to predict freshman GPA for both blacks and whites in many of the institutions studied; (2) nevertheless, if prediction of GPA from SAT scores is based upon prediction equations suitable for majority students, then black students, as a group, are predicted to do about as well as (or better than) they actually do. Analysis demonstrated that a general conclusion applicable to all institutions is not justified. Admissions officers are urged to consider and conduct institutional self-studies routinely on the question of differential predictive validity. (Author/LR)

ED 052 249 TM 000 655
Lederman, Edward
Effect of the Response Format on the Differential Measurement of Traits in the Thorndike Dimensions of Temperament Personality Inventory.
Pub Date Apr 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavior Rating Scales, College Students, *Comparative Analysis, Correlation, *Forced Choice Technique, Measurement Techniques, Personality Assessment, *Personality Tests, *Questionnaires, *Response Mode, Scores, Social Values, Testing, Tests
The forced-choice and a questionnaire format of the Thorndike Dimensions of Temperament were administered under regular and desirability directions to college students. The forced-choice format produced low scale intercorrelations under the regular directions, but under the desirability directions a common factor appeared. The same factor appeared in the questionnaire format under both the regular and desirability directions. The forced-choice format under the regular directions also produced mean scores that were generally below the neutral point of the scales, while under the other three conditions of administration the mean scores were generally above. These data are interpreted as showing that the forced-choice format cannot prevent subjects from presenting a more favorable image of themselves if they choose to do so, but that this problem is normally less in the forced-choice than in the questionnaire format. In the questionnaire format there is a stronger effect of a social desirability factor which increases the mean scores on the scales and the variance from individual differences in the tendency to respond in a self-regarding manner. The increased variance from a social desirability factor produced correlations between items from the different scales which obscures the differential measurement of the traits. (Author)

ED 052 250 TM 000 656
Bianchini, John C. And Others
The Berkeley Project: Race and Socio-Economic Status in the Selection Testing of Municipal Personnel.
Pub Date Oct 66
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Caucasians, Community Agencies (Public), *Competitive Selection, Government Employees, Item Analysis, Minority Groups, Negroes, Performance Specifications, *Personnel Selection, *Racial Differences, Scores, *Socioeconomic Status, Test Bias, Testing
Identifiers—Otis Quick Scoring Mental Ability Test, *The Berkeley Project
Racial factors in personnel selection procedures and the performance of racial and socio-economic groups on a testing instrument widely used in personnel selection and in public schools are discussed. The study questions whether individual test items are relatively easier for one racial group than for another, and whether there is a relationship between test performance and socio-economic status. A description of the instrument, subjects, method, and a careful analysis of the data is included. Considerable interest has been aroused by this study, perhaps because it is the first project of its kind to be undertaken. (TA)

ED 052 251 TM 000 657
Stodola, Quentin C.
Student Evaluation of the Television Course "Using Tests Intelligently."
Pub Date Feb 71
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, Educational Testing, Education Courses, Evaluation Methods, *Questionnaires, Student Testing, Teacher Education, *Telecourses, *Televised Instruction, *Testing
The results of a student evaluation of a television course on tests and measurements offered by the Extension Service, California State College, Los Angeles, California, are presented. The evaluation form, which was general in nature, was completed by 157 students who finished the course. Questions asked were: (1) How did you find out about the course? (2) What is your occupation? (3) How useful was the course in general? (4) How helpful was the textbook? (5) How helpful were the unit tests? (6) What did you like best about the course? (7) How could the course have been improved? (8) How difficult was the course? (9) Would you enroll for another course of this design in the field of education and psychology? (10) What other television courses do you wish to be offered? Tables summarizing the student responses and a discussion of the data are presented in the document. Results demonstrated that the course was well received and perceived as a useful learning experience. Problems in future presentation of the course are also discussed. (AE)

ED 052 252 TM 000 658
Mendro, Robert
A Procedure for the Simulation of Test Item Score Distributions.
Illinois Univ., Urbana. Dept. of Educational Psychology.
Pub Date Apr 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, Factor Analysis, Models, *Reliability, *Research Methodology, *Scores, *Simulation, Statistical Analysis, Test Reliability
A major problem in the research concerning distributional and other properties of reliability coefficients has been the non-existence or inaccessibility of adequate test data for use in empirical verification of hypothetical conclusions. The purpose of this paper is to develop a technique for the simulation of test item scores through the use of computers. The development is relatively straightforward, being based on the principal ideas of factor analysis and on the use of factor loading matrices. Since the researcher determines the factor structure of the tests he simulates, sets the nature of the ability distribution of his simulated subjects, and has direct control over the reliability coefficient for the "population" from which he "draws" his tests, the procedure allows considerable flexibility. The experimenter can easily simulate discrete or dichotomous scores if he desires. Use of the technique does not require advanced programming skill. The method is explicated and the computer program, along with an illustration of its use, is included. (DG)

ED 052 253 TM 000 659
Dahl, Theodore
Toward an Evaluative Methodology for Criterion-Referenced Measures: Objective-Item Congruence.
California Univ., Los Angeles. Center for the Study of Evaluation.
Report No—CSE-WP-15
Pub Date Apr 71
Note—16p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, *Decision Making, *Educational Objectives, Educational Testing, *Evaluation Techniques, Reliability, *Standardized Tests, Testing Problems, Testing Programs, Test Selection, Validity
Identifiers—Monotonicity Analysis, *Objective Item Congruence
Consideration is given to the degree of congruence between objectives and test items in the evaluation of objective-based testing. An analytic technique that measures congruence is described, and a bibliography is provided. (CK)

ED 052 254 TM 000 660
Yeoh, Oon-Chye Bridgham, Robert G.
The Interpretation of Torrance Creativity Scores.
Pub Date Apr 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Creativity, Creativity Research, *Creativity Tests, Elementary School Students, *Scores, *Statistical Analysis, Testing, *Test Interpretation, Test Results, *Test Validity
Identifiers—*Torrance Tests of Creative Thinking
This study tests the appropriateness of Torrance's assumptions of trait independence and the combinability of measures (Torrance Tests of Creative Thinking) with respect to the scoring of the tests for a younger population and estimates the homogeneity of the scores. The sample consisted of 128 elementary school children. Results indicate that separate scoring for fluency, flexibility, and originality traits is not warranted, because any special dispositions for these traits that may exist are overwhelmed by the task specificity of the scores. It is suggested that the Torrance scores reveal nothing interesting about the individual, and the report contends that use of more than a single score from the Torrance battery makes little sense. The major question still unanswered is when, if ever, it makes sense to use a score from the Torrance battery. (AE)

ED 052 255 TM 000 661
Moore, William E.
Stochastic Processes as True-Score Models for Highly Speeded Mental Tests.
Educational Testing Service, Berkeley, Calif.
Report No—RB-70-66
Pub Date Nov 70
Note—35p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Arithmetic, Goodness of Fit, Grade 10, *Mathematical Models, *Mental Tests, *Probability, Scores, Statistical Analysis, Statistics, Testing, *Timed Tests, Transformations (Mathematics), *True Scores
Identifiers—Erlang Process, *Kit of Reference Tests for Cognitive Factors, Poisson Process

The previous theoretical development of the Poisson process as a strong model for the true-score theory of mental tests is discussed, and additional theoretical properties of the model from the standpoint of individual examinees are developed. The paper introduces the Erlang process as a family of test theory models and shows in the context of mental testing, that the Poisson process is a particular case of the Erlang process. Probability density functions mathematically define the parameters and lead to semantic interpretations of parameters in terms of tests and examinee characteristics. Experimental research gives the fit of observations to theoretically predicted functional forms for individual examinees. In particular, experimental measurements determine observed-score distributions for individuals and give estimates of their true scores. The models apply to homogeneous, itemized tests of pure speed. The models were tested with tenth grade boys who responded to six highly speeded tests from the Kit of Reference Tests for Cognitive Factors. Three tests measured speed of clerical or perceptual skill, and three measured speed of computational skill in arithmetic. The Poisson process was applied with varying degrees of success to three of the six highly speeded tests while the Erlang process applied to one test. For two tests (Maze Tracing and Addition) the stochastic models had no application. (Author/CK)

ED 052 256 TM 000 662
Kristof, Walter
Some General Results on Fit in Factor Rotation.
Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Oct 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correlation, Factor Analysis, *Factor Structure, *Goodness of Fit, Mathematics, *Oblique Rotation, Orthogonal Rotation, *Transformations (Mathematics)

In this paper a rather general theory of oblique factor rotation is outlined. The main results are formulated as four theorems. Necessary and sufficient conditions are derived for two factor matrices to admit identical factor structures and/or factor patterns with factors having unit variances. These conditions are expressed in terms of eigenvectors and eigenvalues of certain matrices obtainable from the data. It is also shown that two matrices admitting identical factor structures will admit identical factor patterns and vice versa. After introducing the notion of a pair of transformations to identical structures and/or identical patterns, rules are given as to finding such pairs if they exist. Finally, some immediate consequences of the theorems are noted. They concern, for example, the suitable choice of a target structure and/or pattern and a hierarchical order of jointly necessary and sufficient conditions for fitting a specified target perfectly. (Author)

ED 052 257 TM 000 663
Freeberg, Norman E. Rock, Donald A.
Factorial Invariance of a Biographical Inventory for Adolescents: A Comparison of Longitudinal and Cross-Sectional Results.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-68
Pub Date Dec 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Aspiration, Behavioral Science Research, Behavior Change, *Biographical Inventories, *Comparative Analysis, Correlation, *Cross Sectional Studies, Data Analysis, Development, Factor Analysis, *Factor Structure, Grade 7, Grade 9, Grade 11, Leisure Time, *Longitudinal Studies, Recreation, Vocational Interests
Identifiers—*Background and Experience Questionnaire, BEQ, Growth Study

Several indices of factorial consistency were applied to a biographical inventory administered to a longitudinal sample of 2070 students in the 7th, 9th, and 11th grades. Results were compared with those of a prior cross-sectional study at the same grade levels. Comparisons of dimensional change over the three grades, for the cross-sectional and longitudinal sample, showed general similarities in the number of major factors extracted, their designations and the variance accounted for. However, there were marked differences between the samples in their factor intercorrelations and the developmental changes shown in factor "presence." A transition effect associated with the factor pattern of the 9th grade was found only in the longitudinal sample. The importance of identifying the extent of factorial invariance for measures used in studying patterns of behavioral development is discussed. (Author)

ED 052 258 TM 000 752
Loye, David, Ed.
Research at ETS: Projects and Publications.
Educational Testing Service, Princeton, N.J.
Pub Date 70
Note—114p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Careers, Cognitive Processes, Computer Programs, Disadvantaged Youth, Early Childhood Education, *Educational Research, Graduate Study, Higher Education, Human Development, Individual Differences, Infants, Learning Theories, *Literature Reviews, *Measurement, Paired Associate Learning, Personality, Professional Education, *Psychological Studies, Psychometrics, Research Methodology, Secondary Education, Social Behavior, *Testing, Tests, Verbal Learning, Vocational Education

This booklet surveys all the research studies (approx. 205), undertaken at ETS from July 1968 through June 1969. It offers research results to interested, nonresearch professional readers, and supplements more formal reports for professionals interested in research processes as well. Four major themes in the ETS research program are emphasized: (1) the assessing of human beings as individuals, rather than as "averages"; (2) assessing educational processes in terms of systems, rather than concentrating solely on separate processes; (3) a concentration upon research aimed at gaining an understanding of how children learn during their earliest years; and (4) initiating and carrying out research in a real world with all its complexities. The contents are grouped into four categories: Psychological Research; Educational Applications; Theories, Methods, and Systems Research; and Publications and Speeches of ETS Staff members. (CK)

ED 052 259 TM 000 769
Boyd, Joseph L., Jr. Shimberg, Benjamin
Developing Performance Tests for Classroom Evaluation.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TMR-4
Pub Date Jun 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aptitude Tests, Behavioral Objectives, Evaluation Criteria, *Evaluation Techniques, Measurement Techniques, *Performance Criteria, *Performance Tests, Rating Scales, Scoring, Task Performance, *Test Construction, Test Validity, Vocational Aptitude

Performance tests are considered significant instruments in facilitating the accurate assessment of an individual's overall competency. The importance of measuring performance and the advantages of using performance tests are discussed. Developing the test involves identifying the objectives to be measured, the task to be performed, and the time required for its performance. Once the procedures, directions, equipment, and scoring methods have been developed, they should be formalized through the preparation of three documents: Instructions to the Administrator, Instructions to the Examinees, and Rating and Scoring Form. Finally, the factors involved in grading the performance test are detailed, including a discussion of the relative importance of product and process evaluations. (PR)

ED 052 260 TM 000 770
Bryan, Miriam M.
Ability Grouping: Status, Impact, and Alternatives.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TMR-3
Pub Date Jun 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Grouping, *Academic Achievement, Affective Behavior, Cluster Grouping, Culture Free Tests, Disadvantaged Youth, Early Childhood Education, *Educational Improvement, Educational Strategies, Environmental Influences, *Grouping Procedures, Heterogeneous Grouping, Homogeneous Grouping, Individualized Instruction, Low Achievement Factors, Minority Group Children, Predictive Validity, Self Concept, *Standardized Tests, Student Grouping, Team Teaching, Testing Problems, Tutoring

Ability grouping, defined as "the practice of organizing classroom groups in a graded school to put together children of a given age and grade who have most nearly the same standing on measures or judgments of learning achievement or capability," is considered in terms of its effect upon students' academic achievement and affective development. It is contended that grouping results in a trend toward improved achievement in superior groups and poorer achievement in the average or low groups. In addition, it tends to reinforce favorable self concepts in those assigned to high achievement groups and unfavorable self concepts in those assigned to low achievement groups. There seems to be a negative effect with regards to ethnic and socioeconomic separation. Misuses of standardized tests in grouping procedures are fully discussed. In view of the apparent inadequacies of present grouping practices, the following six alternative strategies are recommended: individualized instruction, heterogeneous grouping, stratified heterogeneous grouping, team teaching, student tutoring, and early childhood education. (Author/PR)

ED 052 261 24 TM 000 774
Greenberger, Ellen Sorensen, Aage B.
Toward a Concept of Psychosocial Maturity.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-108
Bureau No—BR-6-1610
Pub Date Jul 71
Grant—OEG-2-7-061610-0207
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Biological Influences, *Child Development, Developmental Psychology, Educational Objectives, Identification (Psychological), Individual Development, Interpersonal Competence, Interpersonal Relationship, Maturation, *Models, Personality Development, Role Theory, Self Concept, *Socialization, *Social Maturity, *Social Psychology, Social Relations

The first in a series of related reports (see TM 000 775), this paper attempts to define a concept of psychosocial maturity which would be appropriate as a comprehensive educational goal. Biological, sociological, psychological and temporal formulations of maturity are discussed and compared. Am interdisciplinary model of maturity is evolved which emphasizes (1) effective individual functioning, (2) effective interpersonal relationships, and (3) system maintenance. Effective individual functioning requires information necessary for the individual to grow and to maintain himself in the "average expectable environment" and work-related skills and motives necessary for the same end. Effective interpersonal relationships are a function of predictability and trust, and they contribute to the survival of society, which is the concern of sociological models of maturity. System maintenance depends on reproduction, socialization of the young, and shared values. Psychological standards of maturity involve the development of favorable attitudes toward self,

others, and work; and of a behavior-guiding system of values. These criteria are embedded in the content of the three categories. Maturity is discussed in relation to current developments in schools and applications of a potential maturity scale are suggested. (Author/AG)

ED 052 262 24 TM 000 775
Greenberger, Ellen And Others
Toward the Measurement of Psychosocial Maturity.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-110
Bureau No—BR-6-1610
Pub Date Jul 71
Grant—OEG-2-7-061610-0207
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Behavior Rating Scales, *Cultural Differences, Educational Objectives, Factor Analysis, *Factor Structure, Grade 5, Grade 11, Individual Development, Interpersonal Competence, Interpersonal Relationship, Measurement Instruments, Negroes, Questionnaires, School Role, Self Concept, Sex Differences, Social Class, *Socialization, *Social Maturity, Social Psychology, Test Construction, Validity
The concept of psychosocial maturity is reviewed in preparation for the exploration of the feasibility of constructing a scale that measures maturity. Investigation produced a preliminary 54-item scale with high reliability and moderate validity, which is appended. A factor analysis of the scale supports the a priori structure by the theoretical model of maturity. The five factors comprising the maturity scale are: self-esteem, openness to change, independence, identity, and social tolerance. Data on random samples of approximately 3,000 fifth grade students and 3,000 11th grade students, and another sample of 1,500 blacks at each grade level, form the basis for various analyses. As predicted, girls, whites, and children from higher socioeconomic backgrounds obtain higher maturity scores than boys, blacks and children from lower social classes. Differences in psychosocial maturity due to sex increase from grade 5 to grade 11; differences due to race and social class narrow over these years. Psychosocial maturity accounts for about 16% of the variance in academic achievement (standardized test scores) at grade 5, but for only 6% of the variance in achievement at grade 11. The increasing independence of academic achievement from the culturally desirable attitudes and values contained in the maturity scale is a matter of potential interest to educators. (See also TM 000 774) (Author/PR)

ED 052 263 24 TM 000 776
Edwards, Keith J.
Correcting Partial, Multiple and Canonical Correlations for the Attenuation of Measurement Error.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-109
Bureau No—BR-6-1610
Pub Date Jul 71
Grant—OEG-2-7-061610-0207
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, Analysis of Variance, *Correlation, Data Analysis, Mathematical Models, Predictor Variables, *Reliability, *Standard Error of Measurement, *Statistical Analysis, Statistics, True Scores
This paper, a revision of the original document, "Correcting Partial, Multiple, and Canonical Correlations for Attenuation" (see TM 000 535), presents the formula for correcting coefficients of partial correlation for attenuation due to errors of measurement. In addition, the correction for attenuation formulas for multiple and cannonical correlations are discussed. The attenuating effects of measurement error are examined algebraically for a special case of partial correlation and multiple correlation. Finally, the formula for the corrected partial r is related to recent work on the measurement of change. (Author/AG)

ED 052 264 TM 000 777
Proceedings of the 1970 Invitational Conference on Testing Problems.
Educational Testing Service, Princeton, N.J.
Pub Date 71
Note—183p.; From the Proceedings of the 1970 Invitational Conference on Testing Problems, New York, New York, October 31, 1971
Available from—Educational Testing Service, Princeton, New Jersey 08540
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bayesian Statistics, Bias, *Conferences, Data Collection, Decision Making, Educational Improvement, Educational Needs, Evaluation, Higher Education, *Information Systems, Longitudinal Studies, Measurement Techniques, Models, Negative Attitudes, Negroes, Social Change, *Speeches, *Testing, *Testing Problems
Identifiers—National Assessment
The conference theme was "The Promise and Perils of Educational Information Systems," defined as collections of test data on knowledges, skills, interests, and attitudes maintained for the purpose of educational decision making. Topics covered were: "Longer Education: Thinner, Broader, or Higher" (Fritz Machlup); "Testing: Americans' Comfortable Panacea" (Theodore R. Sizer); "Social and Cultural Change and the Need for Educational Information: The Futurist's View" (Herman Kahn); "School Testing to Test the Schools" (Richard M. Jaeger); "National Assessment" (Robert E. Stake); "Bayesian Considerations in Educational Information Systems" (Melvin R. Novick); "Temporal Changes in Treatment-Effect Correlations: A Quasi-Experimental Model for Institutional Records and Longitudinal Studies" (Donald T. Campbell); "Higher Education: For Whom? At Whose Cost?" (Carl Kaysen); "Social Accounting in Education: Reflections on Supply and Demand" (David K. Cohen); "Ethical and Legal Aspects of the Collection of Educational Information" (David A. Goslin); and "Test Information as a Reinforcer of Negative Attitudes Toward Black Americans" (Elias Blake, Jr.). (AG)

UD

ED 052 265 UD 011 555
Passow, A. Harry
Research and Development in Compensatory Education Abroad. ERIC-IRCD Urban Disadvantaged Series, Number 23.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 71
Contract—OEC-0-9-420088-2327(519)
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, *Comparative Education, *Compensatory Education, *Educational Change, *Educational Development, *Educationally Disadvantaged, Educational Research, School Integration
In most countries in the world, the democratization of education is a major concern of educational and social planners. This report reviews and briefly describes research and development programs in countries other than the United States. The review suggests that the concerns and the patterns being followed generally parallel activities in the U.S. "Disadvantaged" groups tend to be those of racial or ethnic minority group status, immigrants and in-migrants, and those of low socioeconomic or impoverished status. The programs are generally similar to those of the U.S., although there are some elements of difference in both problems and programs. Americans will do well to open further the lines of two-way communication to fill in knowledge gaps, bolster theory, and better understand the nature and meaning of compensatory programing. (Author/DM)

ED 052 266 UD 011 604
Levine, Daniel U. And Others
Differences Between Black Youth who Support the Black Panthers and the NAACP.
Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Pub Date May 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*High Schools, Negro Attitudes, Negro Leadership, Negro Organizations, *Negro Students, *Political Attitudes, Questionnaires, Racial Attitudes, Segregated Public Facilities, *Social Attitudes, Socioeconomic Status, Student Attitudes, *Urban Schools
Identifiers—Black Panther Party, NAACP
The purpose of this study is to compare the attitudes of black youth who have a favorable orientation toward the Black Panthers with those of black youth who appear to be oriented toward the N.A.A.C.P. Information involving orientations toward organizations concerned with the lives of black Americans was collected as part of a larger study on the attitudes of students attending segregated high schools in five cities. An anonymous questionnaire was administered in the Spring of 1970. Of the 759 respondents, 188 were from Kansas City, 203 from Eastern City, 204 from Deep South City, 99 from Upper Midwestern City, and 65 from Lower Midwestern City. Supporters of the Black Panthers and the N.A.A.C.P. were identified by using responses to the open-ended item "What groups do you feel are doing the most to help black people?" A respondent was classified as a supporter of one of the two organizations if he cited that organization first and the other not at all. (JM)

ED 052 267 UD 011 605
Levine, Daniel U. Fain, Robert P.
Public Reactions to a Brochure Aimed at Maintaining Confidence in the Schools of a Racially Changing Urban Community.
Pub Date [70]
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, Community Change, *Educational Quality, Field Interviews, *Middle Class Parents, Parent School Relationship, Program Evaluation, Public Opinion, Public Relations, Residential Patterns, School Community Programs, *School Community Relationship, School Integration, *Urban Schools
Identifiers—Missouri
The purposes of the project reported in this study were to prepare a brochure showing that the quality of education was still as high as it had been before change in the community had led parents and other citizens to worry whether children were receiving a good education in local schools, and to distribute the brochure on a mass basis and determine if it had any effect on public opinion concerning local schools on the Southeast Side of Kansas City. The brochure described in a clear and candid fashion the educational opportunities available to students in the community's school and data concerning student performance in the classroom. It also acquainted the reader with community organizations which were functioning in the community, and through which citizens could participate in community affairs. With the help of community organizations, thousands of the brochures were distributed free on a door-to-door basis and thus were placed in the homes of a majority of families on the Southeast Side. Despite complicating problems in interpretation, the results of the study evaluating the effect of the brochures on a pre-post basis offer definite encouragement regarding the potential of such programs. (Authors/JM)

ED 052 268 UD 011 611
Egerton, John
Black Public Colleges: Integration and Disintegration. A Report.
Race Relations Information Center, Nashville, Tenn.
Pub Date Jun 71
Note—32p.
Available from—Race Relations Information Center, P.O. Box 6156, Nashville, Tenn. 37212 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Administration, College Admission, *College Integration, Educational Finance, Federal Programs, Higher Education, *Integration Litigation, *Negro Colleges, Negro Education, Racial Integration, *Southern Schools, State Colleges

Identifiers—Florida A and M University, Tennessee State University

The 33 Negro public colleges enroll about one-fourth of all the black students now attending colleges and universities in this country. Although the total enrollment of these schools increased by more than 12 per cent this year alone, eight of them experienced a decline in enrollment and five others gained fewer than 100 students. Fourteen schools have direct competition from predominately white state institutions located in the same cities and towns, and at least three others are within easy commuting distance of a white college. These provide a vivid illustration of the inequities built into the "separate-but-equal" doctrine. In almost every case, the black school was there first; in at least seven instances, the state has created the "white competition" in the past four or five years. In every situation, the schools duplicate some courses and draw funds from the same public treasury. They represent a costly perpetuation of the dual system of higher education. Ultimately, the real test of a state's commitment to equality of opportunity in higher education will be measured by the extent to which black students, faculty, administrators, and trustees are represented in the colleges and universities. (Author/JM)

ED 052 269 24 UD 011 619

St. John, Nancy H.

School Integration, Classroom Climate, and Achievement.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-A-026

Pub Date Jan 71

Grant—OEG-1-70-0011(509)

Note—86p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Caucasian Students, *Classroom Environment, Classroom Integration, *Elementary School Students, *Integration Effects, Negro Students, Parental Background, Peer Relationship, Racial Balance, *School Integration, Social Relations, Socioeconomic Status, Teacher Behavior, Urban Schools

The aim of the study was a search for factors influencing the achievement of black and white elementary pupils in urban schools of varying racial and social class composition. Key variables tested include school racial composition (current and cumulative), school social observers, and the interracial friendliness of classmates as evidenced by their sociometric choices. The sample included all children in 36 sixth grade classrooms, two in each of 18 schools randomly drawn from a matrix representing the racial and social class distribution of interracial elementary schools in the city. The classrooms varied from seven to 100 in the percentage of black children enrolled and from lower to middle in mean socioeconomic status; of the total of 956 children, slightly over half were white. Data to measure achievement, parental occupation, and previous schools attended were copied from school cumulative records. State racial censuses established the racial composition of city schools over a six-year period. After week-long observations in each classroom teachers were rated on Ryans (1960) Characteristics of Teachers Scale. A Sociometric test was the source of information on peer-group friendship patterns. (JM)

ED 052 270 UD 011 634

Watt, Lois B., Comp.

Literature for Disadvantaged Children. A Bibliography.

Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.

Report No—OE-37019

Pub Date Aug 68

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.20)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—American History, *Annotated Bibliographies, Biographies, Booklists, *Childrens Books, *Cultural Background, *Disadvantaged Youth, Elementary School Students, Fantasy, Folklore Books, *Instructional Materials, Negro History, Poetry, Sciences, Secondary School Students

This list is reprinted from "Education of the Disadvantaged Children" (ED 011 898). Originally compiled as of July 1, 1966, it was updated through August 15, 1966. This list includes books which: (1) have survived a nongovernmental, critical reviewing process, (2) are satisfying to basic needs of childhood, (3) are concerned with the specific problems of children defined as disadvantaged, and (4) may help advantaged children relate to disadvantaged children. The books are listed under various categories. Of these, fantasy, folklore, and poetry and rhymes may depend largely on an adult for skillful introduction. Folklore has been selected for its relationship to the diverse cultures inherited by some American children. In the category of biography and history are listed books which can provide a positive image and which may help establish a time concept for children who know only a meager present. Books listed in the categories of intercultural understanding, rural life, and urban life can help relate children of specialized backgrounds to other children. Other categories include arts and hobbies, beginning science, and "meeting trouble." Several books are listed as paperback books for children. Each book is annotated and rated for grade level. (Author/JM)

ED 052 271 UD 011 635

McClure, Paul T.

The TRY Foundation: A Case Study in Private Community Development Organizations.

Rand Corp., Santa Monica, Calif.

Pub Date Jan 71

Note—35p.

Available from—Rand Corp., Santa Monica, Calif. ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Black Community, Child Development Centers, *Community Development, Community Programs, Community Service Programs, *Economic Development, Foundation Programs, *Human Development, Middle Class Values, *Private Agencies, Private Financial Support, Voluntary Agencies, Youth Programs

Identifiers—California, TRY Foundation

This is a case study of the TRY Foundation, a privately funded non-profit corporation devoting its resources to "community and human development in disadvantaged areas." Activities sponsored by its primate unit, the Willowbrook Chapter of Watts, Los Angeles, include: thrift shop, preventive dentistry clinic, Operation Vegetable Basket--which distributes surplus bread and vegetables to needy families, the Community Gap club--a club of girls aged nine to thirteen who disseminate community services information over a "hotline," Boy Scouts, tutoring, the Beautiful People--a high school sorority, Recreation Center, the twenty-niners (a group of local women who spend time assisting various TRY projects), Senior Citizens program, Auto Mechanics and Body Shop, Temporary home for Girls, and the Medical Center and Pharmacy. The Foundation was established in 1969 as an expansion of a previously-existing community problems discussion group. TRY's budget for fiscal 1970 was about $90,000; about half of this was used to purchase real estate at the Willowbrook Chapter enclave. TRY's human development objectives include the inculcation of certain values--Protestant Ethic, orthodox religious tenants, and middle-class life style--which are considered preliminary to economic improvement; other programs consider values as a by-product of economic development. (Author/JM)

ED 052 272 UD 011 637

Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools. Annual Report, May 1969 - June 1970.

Columbia Univ., New York, N.Y. Center for Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Grant—OEG-0-9-422163-441(324)

Note—207p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Adult Basic Education, Adult Programs, Classroom Research, Counseling Programs, *Educational Practice, Educational Research, Field Studies, *Inner City, Interaction Process Analysis, *Program Evaluation, Research Methodology, Student Attitudes, Teacher Attitudes

Identifiers—Adult Education Act Of 1966, *Project Adult Basic Education

The project here reported was conceived as a two-year effort involving analysis, interpretation, and dissemination. Its first year was funded to permit comprehensive, in-depth, comparative study of selected public school Adult Basic Education (ABE) programs in six metropolitan areas. The purpose was to utilize field research methods to construct a dependable normative description of the multifaceted reality of urban ABE. From the study of commonalities, it was proposed to construct an analytical framework of operationally relevant generalizations so that these programs may be better understood and predictions more reliably made about their development. The study was designed to go beyond a pro forma catalog of data about each city's program to analyze qualitative processes over time, particularly classroom interaction and the perspectives of students and teachers relevant to motivations, and perceptions of students and teachers of the program, each other, and their involvement in ABE. To do this, it was proposed to use interview and participant observation methods in a comparative analytical study designed to produce the beginnings of an inductive theory of practice of urban ABE in the public schools. Beyond description, the study was to be a practical analysis of existing practice. (Author/JM)

ED 052 273 UD 011 639

Swedner, Harald

School Segregation in Malmo.

Pub Date 71

Note—56p.

Available from—Integrated Education Associates, 343 South Dearborn Street, Chicago, Ill. 60604 (paper bound $1.95)

Document Not Available from EDRS.

Descriptors—Classroom Integration, Decision Making, Defacto Segregation, *Educational Administration, Educational Discrimination, Educational Policy, Housing Patterns, Neighborhood Schools, Research Methodology, School Policy, *School Segregation, *Social Discrimination, Social Integration, *Socioeconomic Status

Identifiers—Malmo, *Sweden

This study of school segregation of pupils of various socioeconomic strata in urban environments in Sweden has the following arrangement: form of the study and theoretical background; housing segregation in Malmo; starting points for the study of school segregation by socioeconomic status in Malmo; methods used in the study; the decision processes which lead to school segregation; socioeconomic quotients for headmaster divisions and schools; socioeconomic quotients for parallel classes within the same schools; the negative consequences of socially segregated schools and classrooms; and, segregation between classrooms and within. The first analysis of the distribution of pupils (ages seven through sixteen) in the comprehensive school system in Malmo revealed pronounced school segregation of pupils from various socioeconomic strata. A pilot study also suggested that the development of children in segregated schools and classrooms was influenced by their being segregated in many ways from pupils from other socioeconomic strata. These ways were judged to be negative both from the standpoint of the pupils concerned and from that of Swedish society as a whole. (Author/RJ)

ED 052 274 UD 011 640

Milner, Murray

Race, Education, and Jobs; Trends 1960-1970.

Center for Policy Research, New York, N.Y.

Pub Date Apr 71

Note—16p.; Paper presented at the Eastern Psychological Association Meeting, New York, N.Y., April 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Data Analysis, Employer Employee Relationship, *Employment, *Equal Opportunities (Jobs), *Minority Groups, *Occupational Surveys, Racism

This research report explored the extent to which occupational differences between whites and blacks are due to education (and other universalistic criteria) versus the extent to which

they are due to outright racial discrimination in hiring and promotion practices. Previous research findings might be used to conclude that attempts to reduce racial inequality through expanded educational opportunity is a relatively poor and low-yielding investment. However, data from the Bureau of Labor Statistics were used to examine the possibilities of reducing white-nonwhite occupational differences through higher educational levels of minority groups. Findings suggested two policy implications: (1) Attempts to increase educational attainment should be focused at the college level, and (2) Direct enforcement of anti-discrimination should be focused on middle status jobs which are normally filled with high school graduates. (Author/DM)

ED 052 275 UD 011 641
Morris, Terry
Better Than You: Social Discrimination Against Minorities in America.
American Jewish Committee, New York, N.Y.
Spons Agency—Maurice and Laura Falk Foundation, Pittsburgh, Pa.
Pub Date Apr 71
Note—74p.
Available from—Institute of Human Relations Press, 165 East 56 Street, New York, N.Y. 10022 ($1.00)
Document Not Available from EDRS.
Descriptors—*Bias, Chinese Americans, *Discriminatory Attitudes (Social), Ethnic Groups, Jews, *Minority Groups, Negroes, Religious Discrimination, *Social Class, *Social Discrimination, *Social Integration, Social Relations, Social Structure, Socioeconomic Status, United States History
This book focuses on the following areas of human relations: "The backgrounds of ethnic snobbery," including the shocks of mass immigration, the blacks and the orientals, master races and noble ancestors, and fencing out the Jews; "Discrimination at resorts"; "Prep school and campus"; "Discrimination in housing," including the fight for quality housing, problems of blacks still in the ghetto, and the showdown in suburbia; "Clubs: the last bastion," including patterns of bias, Jewish clubs and their hangups, miscellaneous legal problems, and action taken by public figures to point the way; and, "The future of social discrimination." (JM)

ED 052 276 UD 011 642
Baker, Ross K., Ed.
The Afro-American Readings.
Pub Date 70
Note—471p.
Available from—Van Nostrand Reinhold Co., 450 West 33rd St., New York, N.Y. 10001 ($6.50)
Document Not Available from EDRS.
Descriptors—African American Studies, Black Community, *Black Power, Cross Cultural Studies, *Negro Attitudes, *Negro Culture, *Negro History, Racial Discrimination, *Self Concept
The aim of this reader is to explore the relevance of the Afro-American relationship to the cultural identity, self-concept, and social and political cohesion of the black communities of North America. Selections touch not only upon the contemporary upsurge of interest in things African, but also upon the relationships between a group of Americans and their origin, and the effects and consequences of this relationship. The first five chapters deal with African and African-American history, and the last three deal with the contemporary outlook of Africans and African-Americans. Both primary and secondary source materials are used; these facilitate both the evaluation of writings contemporaneous to particular historical problems and the gains reached by the benefit of increments in knowledge and historical perspective. (DM)

ED 052 277 UD 011 643
Puerto Rican Culture as it Affects Puerto Rican Children in Chicago Classrooms.
Chicago Board of Education, Ill.
Pub Date 70
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attendance, *Classroom Environment, *Cross Cultural Studies, *Cultural Awareness, Cultural Factors, Culture Conflict, Parent Attitudes, *Puerto Rican Culture, Student Attitudes, *Student Teacher Relationship, Teacher Behavior
This publication was prepared for the purpose of developing better understanding and greater appreciation between the Puerto Rican child who enrolls in the Chicago public schools and his classroom teacher. As a result of their experiences in teaching both in Puerto Rico and Chicago, the four participants in the Puerto Rico Exchange Teachers Program of 1968-69 present herein those aspects of the culture which would be likely to affect the child's classroom behavior. It is considered that an informed teacher may be able to assist the bicultural child to a considerable degree. (Author/DM)

ED 052 278 UD 011 648
Szwed, John F., Ed.
Black America.
Pub Date 70
Note—315p.
Available from—Basic Books, Inc., 404 Park Avenue South, New York, N.Y. 10022 ($7.95)
Document Not Available from EDRS.
Descriptors—*Activism, Black Community, *Black Power, Civil Disobedience, Civil Rights, Negro Attitudes, *Negro Culture, Negro Dialects, Negro Education, Negro Employment, *Negro History, *Negro Literature, Racial Discrimination
The twenty-three contributors to this volume show that, despite racism, American blacks have independently developed some of their own cultural strengths. If these are correctly harnessed, they could provide important resources for the revitalization and development of the black community. The four parts of which this book is comprised are: (1) "The Movement"; (2) "Racial Exclusiveness and Denial: the Results"; (3) "Black Culture"; and, (4) "Black Action." Part I assesses the Civil Rights movement and its failures. Part II provides new appraisals of old subjects which have undergone considerable change via the Black Revolution. Part III proposes means of viewing the vitality of Afro-American culture, especially as it emerges from the black lower class. Part IV contains a number of polemic discussions and proposals of new strategies for black community organization and revitalization. (Editor/DM)

ED 052 279 UD 011 649
Ammon, Paul R.
Syntactic Elaboration in the Speech of Lower-Class Black Children: A Review of the Evidence.
California Univ., Berkeley. Inst. of Human Learning.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.
Pub Date 30 Apr 71
Note—10p.; Presented at the Annual Meeting of the California Educational Research Association, San Diego, Calif., April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Analysis, Dialects, *Discourse Analysis, *Language Patterns, Language Research, Language Styles, Lower Class Students, *Negro Students, Research Methodology, Research Problems, Social Differences, *Syntax
In this report, previous studies are reviewed in order to reconsider the assumption that lower class black children are generally deficient in their ability to produce syntactically elaborated speech. Though several studies have seemed to confirm the elaboration-deficiency hypothesis, the evidence presented is not convincing. Specific critiques of previous studies were that they: (1) confounded elaboration with dialect differences; (2) were not sufficiently sensitive to the content and context of sentences; (3) involved questionable decisions as to the elaborateness of syntactic forms; and, (4) were generally too gross to permit adequate interpretation of data. (Author/DM)

ED 052 280 UD 011 650
Bradshaw, Charles I.
Remedial Reading Instruction by Student Tutors in Inner-City Schools.
Pub Date Apr 71
Note—15p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, Calif., April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, *Cross Age Teaching, Elementary Grades, Reading Programs, *Reading Research, Reading Tests, Remedial Instruction, *Research Methodology, Teaching Techniques, *Tutoring, Urban Schools
In this study, two ESEA Title I inner-city schools in the Salt Lake School District selected and trained upper-grade (grades 4, 5, and 6) students in structured tutoring techniques previously developed and proven effective by Grant V. Harrison in previous studies. Lower grade (first, second, and third grade) teachers identified the students ranking lowest in reading achievement. Following a pre-test, tutors taught the younger children over a period of eight weeks in sessions lasting about 15 minutes. The available results from one of the schools in the study showed that the tutored children gained a mean score of 16 from pre-test to post-test. Nine of the twelve tutored children were thus judged as achieving significant remediation through tutoring by an upper-grade tutor. (Author/DM)

ED 052 281 UD 011 651
Dunwell, Robert R. And Others
The Assessment of Informal Factors Affecting Teaching and Learning in a Ghetto High School; Denver, Colorado, Manual High School.
Pub Date 24 Feb 71
Note—102p.; Paper presented to the American Association of School Administrators, Atlantic City, N.J., February 24, 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Depressed Areas (Geographic), *High Schools, Negro Youth, Perception, Race Relations, Research Methodology, *Research Tools, School Attitudes, Self Concept, Sex Differences, Social Differences, Social Values, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, Urban Schools
The problem undertaken by this study was the assessment of social, psychological, and philosophic factors present in the educational climate of an urban ghetto high school (Denver, Colorado Manual High School), as a preliminary step to the diagnosis and development of an enhanced educational program. Seventy-eight teachers and 798 students participated, giving written responses to a series of inventory instruments. Major conclusions drawn from the study included the following: (1) The purpose of ghetto schools has become the elimination of the child by encouraging him to commit psychological suicide; (2) it is possible to develop instruments competent to measure a broad range of attitudes and value systems; (3) the learners in this study were proud of school and intensely desired to succeed; and, (4) faculty were not capable of establishing constructive relationships without considerable alteration of their own self-concept. (Author/DM)

ED 052 282 24 UD 011 654
Buck, Mildred R.
Factors Affecting the Socio-Economically Disadvantaged Child in an Educational Setting. Final Report.
Saint Louis Univ., Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-F-034
Pub Date 30 Jul 70
Grant—OEG-6-9-009-034-0072(010)
Note—132p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Ability Grouping, *Academic Achievement, Data Analysis, Depressed Areas (Geographic), *Educationally Disadvantaged, Negro Students, *Parent Attitudes, *Personality Theories, Reinforcement, Sex Differences, *Student Behavior, Urban Schools
This investigation sought to study the socioeconomically disadvantaged child and his levels of achievement as related to the control of positive and negative reinforcements, personality constructs, classroom behavior, and parental attitudes about classroom behavior and school achievement. The sample consisted of 50 matched pairs of eighth grade black boys and girls. Findings tended to support previous research--which suggested that a belief in self-responsibility is a motivational influence on achievement. Additional support was also found for the construct-validity of the internal-external control variable as a generalized personality construct. Significant sex differences were found as well. Few significant differences were found among the mothers of underachievers and adequate achievers in their responses to the

personal interview. [Due to the quality of print in the original copy, this document will be only marginally legible in hard copy and microfiche reproduction.] (Author/DM)

ED 052 283 UD 011 658

Walther, Regis H.

A Study of the Effectiveness of Selected Out-Of-School Neighborhood Youth Corps Programs. The Cincinnati Clerical Co-Op: A Formal Skill Training Program.

George Washington Univ., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 69

Note—131p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Dropout Programs, Federal Programs, Job Placement, *Job Skills, *Program Descriptions, Social Characteristics, *Success Factors, *Summative Evaluation, Work Experience, *Youth Programs

This is a report of the results of the Cincinnati Clerical Co-Op, a formal skill training program designed to enhance the clerical employability of out-of-school Neighborhood Youth Corps enrollees in Cincinnati. This program alternates cycles of work experience in firms that are potential employers and training in relevant skills and behaviors in a Neighborhood Youth Corps Educational Center. The sample consisted of 127 enrollees; data included enrollment, program experience, and followup information. Compared to a control group, significantly more of the Co-Op subjects had achieved a good adjustment to the world of work. Age and school grade completed were associated with success. The employment effectiveness of this program suggests the value of other programs modeled on Co-Op procedures. (Author/DM)

ED 052 284 UD 011 670

Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-First Congress, Second Session on H. R. 17861. Oversight Hearings on Elementary and Secondary Education Programs.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 71

Note—993p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Price not known)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrator Attitudes, Data Analysis, *Federal Programs, *Formative Evaluation, Government Role, *Program Descriptions, *Statistical Data, Summative Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs

This is the report of hearings on a bill to extend to June 30, 1978, the authorization for programs funded under the Elementary and Secondary Education Act of 1965, and for related programs. The statements of state and local officials, teachers, and other educators are included, as well as statistical data about and evaluations of the programs. (DM)

ED 052 285 UD 011 671

Segal, Judith A.

Food for the Hungry: The Reluctant Society. Policy Studies in Employment and Welfare Number 4.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 70

Note—92p.

Available from—The Johns Hopkins Press, Baltimore, Md. ($1.95, paperback)

Document Not Available from EDRS.

Descriptors—*Discriminatory Attitudes (Social), *Economic Disadvantagement, *Federal Programs, Government Role, *Hunger, Political Attitudes, Program Descriptions, Social Action, *Summative Evaluation

This book offers a concise description and critique of the government's program to feed needy families. It is suggested that food programs have failed for two basic reasons: (1) they have been designed to meet the needs of food producers; and, (2) they have been administered to please a public anxious to deny help to the "unworthy poor." It is concluded that the elimination of both hunger and poverty can best be accomplished by increasing the cash income of poor households. (Author/DM)

ED 052 286 UD 011 677

Just Schools. Current Focus, May 1971.

League of Women Voters of the U.S., Washington, D.C.

Pub Date May 71

Note—12p.

Available from—League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036 ($.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Court Litigation, *Government Role, Negro Students, Negro Teachers, Northern Schools, Principals, *Racial Discrimination, *School Integration, *School Policy, Southern Schools

This report examines the progress of school desegregation to date and the price paid for it by Southern black students and school personnel. It describes one successful integration plan in the West, and also reports on the substance of proposed legislation to provide federal and national direction for quality integrated education. (Authors/DM)

VT

ED 052 287 VT 010 798

Horowitz, Morris A. Herrnstadt, Irwin L.

A Study of the Training of Tool and Die Makers.

Northeastern Univ., Boston, Mass. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Sep 69

Note—430p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-187558, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Job Training, *Program Effectiveness, Questionnaires, Statistical Analysis, Surveys, Tables (Data), Teaching Techniques, *Tool and Die Makers, *Training

To develop and test a methodology which would help determine the combination of education, training, and experience that is most likely to yield highly qualified workers in specific occupations, the tool and die maker trade was selected for examination in the Boston Metropolitan Area. Tool and die making was chosen because it is a clearly delineated occupation in short supply and because of its critical importance to manufacturers of machinery and other fabricated metal products. A total of 400 tool and die makers were interviewed in 53 randomly selected metalworking and fabricating establishments. The interviews revealed that there were six basic training paths, and the two most common were on-the-job training and vocational high schools. No important differences were found in the competency of the tool and die makers produced by the various training methods, but the type of person attracted to a program seemed to account for competency. A substantial minority were school dropouts who became accomplished tool and die makers through one of the six training paths. (BC)

ED 052 288 VT 010 817

Opportunities Industrialization Centers: A Synthesis and Analysis of Fifteen OIC Final Reports.

Legal Resources, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 69

Note—146p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Annual Reports, *Culturally Disadvantaged, *Evaluation, *Federal Programs, Field Studies, *Job Placement, *Vocational Education

Identifiers—*Opportunity Industrialization Centers

The records, findings, and recommendations of 15 opportunities Industrialization Centers (OIC) were synthesized and analyzed so that individual OICs and other manpower programs could benefit. A detailed review of the final reports of the OICs and three field visits were made to collect data. To facilitate comparison, each of the chapters contains a general summary, the author's comments, and recommendations made by the OICs. The author noted that individual OIC reports suffered from overgeneralization and a defensive portrayal of the program. The statistical analyses were weak and prevented a thorough examination of trainee characteristics and job placements. The best features of the reports were their sensitive treatment of OIC goals and their description of program functions. (BC)

ED 052 289 VT 010 823

Project First Chance: An Experimental and Demonstration Manpower Project. Final Report, June 30, 1966 to June 30, 1969.

South Carolina State Dept. of Corrections, Columbia.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—229p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Adult Basic Education, *Correctional Rehabilitation, *Corrective Institutions, *Demonstration Projects, *Employment, Placement, *Prisoners, Recruitment, Selection, Tables (Data), Training, Vocational Counseling

Identifiers—*Project First Chance

First Chance was a demonstration project designed to aid prison inmates in making the transfer from prison to a useful life in society. In this project, two groups of 180 inmates each were tested, evaluated, and selected for prevocational and vocational training in auto-body repair, automobile mechanics, bricklaying, carpentry, electrical appliance repair, maintenance, and welding. Counseling services and a halfway house were also available for the inmates. Only 26 percent of the participants had completed school beyond the eighth grade, and 60 percent had held three or more jobs in the 5 years prior to their conviction. A total of 316 men from the two groups were placed in jobs. The report describes the structural components of the project rather than the problems and solutions to them. (BC)

ED 052 290 VT 010 824

Facts and Fallacies About the Older Worker.

John F. Kennedy Family Service Center, Inc., Charlestown, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date May 69

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Demonstration Projects, Job Development, *Older Adults, *Placement, Recruitment, Tables (Data), *Unemployed

Identifiers—*John F Kennedy Family Service Center

The John F. Kennedy Family Service Center in Boston operated a 3-year experimental project to provide assistance to "hard core" unemployed senior citizens. The participants in the program were interviewed and tested to ascertain their abilities and interests. Vocational counselors then contacted employers to arrange for job interviews and placement. Of a total of 667 persons placed by the Center, 307 were direct placements and 360 persons found jobs by themselves. The project showed that employers can be made to realize that the hiring and retaining of the older worker can be an asset, and that there is a need for more demonstration programs to provide comprehensive supportive services to the older worker. (BC)

ED 052 291 VT 010 852

O'Boyle, Edward J.

Job Tenure of Workers, January 1968.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—Special Labor Force Report 112

Pub Date Sep 69

Note—28p.; Reprint 2637

Available from—Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210 (single copies available)

Journal Cit—Monthly Labor Review; v92 n9 pp16-23 Sep 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Caucasians, *Employment, Females, *Job Tenure, *Labor Force, Males, Negroes, *Surveys, Tables (Data)
Job tenure is determined by the interaction of such labor demand factors as wages, hours, working conditions, job duties and responsibilities with such labor supply factors as worker preferences and on-the-job performance. At any one point in time these factors vary from one person to the next, and at different points in time different sets of forces are likely to influence the job attachment of the same individual. Nearly all of the evidence examined indicated that a strong correlation between job tenure and age existed among males, females, Negroes, and Caucasians. Other factors which influenced job tenure were military service and compulsory and voluntary retirement. Surveys were made in 1963 and 1968 which estimated the probability of working for the same employer 5 years later of employees who had 5 to 10, 10 to 15, and 15 or more years of service. In all three length of service classes, retention rates were highest for men in their thirties or forties and lowest for those over 60 years of age. (BC)

ED 052 292 VT 010 863
Sex Discrimination in Employment Practices.
California Univ., Los Angeles. Univ. Extension.
Spons Agency—Women's Bureau (DOL), Washington, D.C.
Pub Date 68
Note—39p.; A report from the conference (University of California at Los Angeles, Sept 19, 1968)
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. 20210 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Conference Reports, *Employment Practices, *Equal Opportunities (Jobs), *Federal Legislation, *Females
Identifiers—*Sex Discrimination
The conference on sex discrimination in employment practices was held at the University of California at Los Angeles in cooperation with the Women's Bureau of the Department of Labor. Speeches included: (1) "New Legislation--New Action" by Rosalind K. Loring and William Foster, (2) "Compliance Policies and Procedures for Business and Industry" by Elizabeth J. Kuck, (3) "Federal Contract Compliance and Affirmative Action Programs" by Vincent MaCaluso, (4) "Realities of Women's Current Position in the Labor Force" by Mary Dublin Keyserling, and (5) "Next Steps" by Rosalind K. Loring. A question and answer session on further interpretations of laws and orders and discussion highlights from four group discussions are also included. (BC)

ED 052 293 VT 010 865
The Employment Service as a Comprehensive Manpower Agency.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Pub Date 25 Jun 69
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culturally Advantaged, Culturally Disadvantaged, *Employment Problems, *Employment Programs, *Employment Services, *Job Applicants, *Models
Three models--the self-directed job information services, employability exploration and job development services, and intensive employability development services--were conceived to offer employment services to various types of applicants. The workability of these models was aided by the Job Bank and Job Information Service. The Job Bank is an information storage, maintenance, and communication system for local offices and cooperating community agencies which relieves interviewers and counselors from many routine clerical tasks. The job Information Service provides Job Bank listings for qualified applicants who are capable of doing their own job search. An employment development team would provide services for the disadvantaged. The members would provide job development and placement, assessment and counseling, skill and on-the-job training, tutoring and other preprofessional support services. (BC)

ED 052 294 VT 010 866
Seven Studies on the Comparison of Live and Recorded Dictation Test Administration.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—USTES-RR-28
Pub Date Dec 69
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, Comparative Testing, *Evaluation, *Performance Tests, *Stenography, *Testing
To compare the live method of administering dictation tests with the recorded method, the United States Training and Employment Service (USTES) conducted studies in cooperation with the State Employment Services of Alabama, Colorado, Minnesota, Mississippi, New York, and Utah. The procedures were similar in each state, with samples being broken into two or three groups and alternately given a live test and a recorded test. The bulk of the data supported the hypothesis that the recorded method produced essentially the same results as the live administration of the same tests. The correlations between the two methods were high enough to consider them equivalent in terms of ranking persons on their ability to take dictation. Some recommendations include: (1) Data on age, education, and experience should be collected for all subjects, (2) Scores on the new USTES Spelling Test should be available for all subjects, (3) Experimental groups should be similar on demographic variables and Spelling Test scores, and (4) Data should be available on equivalence of test forms used in research studies. (SB)

ED 052 295 VT 010 867
Study to Compare Reliability of Performance on Live and Recorded Dictation Tests.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—USTES-TR-28a
Pub Date Dec 69
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, Comparative Testing, *Evaluation, *Performance Tests, *Stenography, *Testing, *Test Reliability
Identifiers—*Utah
To compare the reliability of performance on recorded dictation tests with performance on live tests, 216 university students who were nearing completion of an intermediate shorthand course and 26 job applicants seeking stenographic positions were divided into 10 groups, with five receiving live dictation and five receiving recorded dictation. The experimental test battery consisted of three 80-word-per-minute dictation exercises, administered in 50-minute versions by trained examiners during May and June, 1966. Some conclusions were: (1) Either live or recorded dictation test administration is acceptable to examinees, (2) Most examinees prefer taking dictation from a male voice, (3) An analysis of student sample variance verifies that experience rather than test form or method of instruction exerted the greatest influence on shorthand skill, (4) As measured by Pearson product-moment correlations, there is no consistent relationship between test performance and the personal factors of age, education, amount of shorthand training, and length of shorthand experience, and (5) Although students had less transcription time than job applicants, their mean error scores were considerably lower. (SB)

ED 052 296 VT 010 889
Wollack, Stephen
The Effects of Work Rate Upon Job Satisfaction.
Bowling Green State Univ., Ohio. Graduate School.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Dec 69
Note—98p.
Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (PB 186459, MF $.95; See catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Evaluation Criteria, *Job Satisfaction, Records (Forms), *Statistical Analysis, Tables (Data)
Identifiers—Work Rate
The principal hypothesis in this research is that discrepancies from a person's preferred rate of work are associated with dissatisfaction and that an inverted-U relationship exists between the discrepancies and job satisfaction. A group of 40 workers were hired especially for the study, and were trained in assembly and inspection. After a 4-day learning period, a base rate was calculated which represented each worker's preferred rate of work. On the fifth day, they were assigned to a compulsory rate based on the preferred rate, and job satisfaction, fatigue, and boredom were calculated. None of the analyses with respect to the hypotheses were significant, but when perceived work rate was compared to actual work rate, the results were consistent with the predictions for the actual rate of work, satisfaction, fatigue, and boredom. One of the limitations of the study was that the direction of causality could not be established for the relationship among the variables. (Author)

ED 052 297 VT 010 896
Certificate Program in the Social Services. Final Report.
Oregon State Public Welfare Commission, Portland.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jul 69
Note—176p.
Available from—Oregon State Public Welfare Commission, 422 Public Service Building, Salem, Oregon 97310
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Bachelors Degrees, *Case Workers, *Educational Programs, *Experimental Curriculum, Models, Program Administration, Records (Forms), *Skill Development, *Social Work, Tables (Data), Teaching Methods, Welfare
Identifiers—Certificate Program, Oregon
This project provided for a continuing experimental education program co-sponsored by the Oregon State Public Welfare Commission, the Portland State College School of Social Work, and the Division of Continuing Education in the Oregon State Department of Higher Education. It was designed to provide a practice-focused approach to professional training of workers who had not received graduate training in social work, but had developed well in the public welfare setting. There were 60 participants each year, with not more than 50 from the public welfare setting. The program consisted of 3 12-week quarters, with 12 2-hour sessions weekly in each quarter. Elliot Studt's educational theories formed the frame of reference for the educational curriculum. Pre- and posttests were made, and various methods were used to evaluate the effectiveness of this program in contrast to the on-going agency in-service training program. This volume contains the summary and evaluations of each year's program, a study of the characteristics of the students involved in the program, and a summary of the research findings. (Author)

ED 052 298 VT 011 986
Spilerman, Seymour
Industry Differences in Stability of the Rate of Negro Employment.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.
Report No—IRP-Discuss-Pap-59-69
Note—32p.
Available from—Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin 53706
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Opportunities, *Employment Patterns, *Industry, *Negro Employment, Negroes, Promotion (Occupational), *Racial Discrimination
This investigation is concerned with the ways in which the rate of Negro employment is constrained in different industries. Two types of stability in the employment of Negroes are postulated relating to an industry's responsiveness to community percent Negro, and to the organizational imperatives for a unique racial division of labor. An empirical method for classifying industries according to their stability patterns is also introduced. The results from

applying this procedure indicate the presence of a very different industry distribution of Negro labor in small and large proportion Negro communities. Also, a two-step process to Negro occupational advancement is suggested. (Author)

ED 052 299 VT 012 014

Meyer, Thomas

A Feasibility Study in Determining Individual Practice Profiles of Physicians as a Basis for Continuing Education of These Physicians Utilizing a Postgraduate Perceptor Technique. Final Report.

Wisconsin Univ., Madison.

Spons Agency—National Institutes of Health, Bethesda, Md. Div. of Physician Manpower.

Pub Date 70

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Needs, *Evaluation Criteria, *Physicians, *Professional Continuing Education, *Profile Evaluation, *Test Construction, Testing

The purposes of this project were to develop a profile of the individual physician's practice, test the physician in the major areas of his practice, and provide educational consultation according to practice profile and test results. A test bank of 1,800 5-option multiple choice questions was classified into 18 categories based on classification of diseases, with three levels of sophistication represented in each category. Questions from about five categories were randomly selected for each of 37 participating physicians. Each physician's categories were determined from his practice profile, which was determined in a week of observation by a medical secretary. The resulting data were used by educational consultants, who met with the individual physicians to plan educational programs to meet their needs. The project fund that the procedure holds potential as an aid in educational planning by highly motivated physicians, but cautions that it is too narrow to be useful in evaluating physician performance. Also, the test bank, although useful in principle, will require modification before it will succeed in practice. (BH)

ED 052 300 VT 012 019

Holmstrom, Lynda Lytle

Intertwining Career Patterns of Husbands and Wives in Certain Professions.

Brandeis Univ., Waltham, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Mar 70

Note—385p.; Ph.D. Dissertation; Brandeis University

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 917, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Equal Opportunities (Jobs), Family Problems, Family Structure, *Interaction, Job Analysis, *Marital Instability, *Professional Personnel, *Role Conflict, *Working Parents, Working Women

To a large extent the occupational system and the family system presuppose that in a married couple only one spouse will have a high level occupation. Typically the husband has a demanding occupational role, while the wife has either no occupational role or one that is subordinate in importance to that of her husband. One of the major ways in which strains between the occupational and family systems are "resolved" in the contemporary United States is by exclusion of married women from full participation in the world of work. The present study focuses on the career patterns and contingencies of the deviant cases; namely, those couples in which the wife does have an independent career of her own. These couples come up against features of our society which presuppose that only one spouse, typically the husband, will have a career. (Author)

ED 052 301 VT 012 025

Ehrenberg, Ronald Gordon

The Short-Run Employment Decision and Overtime Behavior in U.S. Industry, 1966.

Northwestern Univ., Evanston, Ill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Jun 70

Note—267p.; Ph.D. dissertation; Northwestern University

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 190 138, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Economic Factors, Employment Problems, *Fringe Benefits, Labor Market, Manpower Needs, *Overtime, Personnel Policy, *Unemployment

A rational manpower policy must seek to create jobs as well as to provide training for unemployed workers. The creation of new jobs has been hindered, however, by the observed tendency of employers to substitute overtime hours for additional employees, even while substantial unemployment exists. Although a large proportion of overtime hours is due to disequilibrium phenomena such as seasonal demand or rush orders, there may exist a substantial amount of overtime which is regularly scheduled by employers for rational economic reasons. In particular, there are substantial supplementary compensation costs per man which are quasi-fixed in the sense of being independent of the exact number of hours per week that each employee works. These include employers' costs for such items as paid vacations and holidays, private welfare and insurance plans, and many legally required insurance payments. The higher these costs relative to the overtime wage rate, the more likely that employers will substitute overtime for additional employment. (Author/BH)

ED 052 302 VT 012 027

Minimum Wage and Maximum Hours Standards Under the Fair Labor Standards Act. Economic Effects Studies.

Wage and Labor Standards Administration (DOL), Washington, D.C.

Pub Date 30 Jan 70

Note—42p.; Submitted to the Congress, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economic Change, *Economic Factors, *Economic Progress, Economic Research, Employment, Labor Economics, *Minimum Wage Laws, *Working Hours

Identifiers—Fair Labor Standards Act

This report describes the 1966 amendments to the Fair Labor Standards Act and summarizes the findings of three 1969 studies of the economic effects of these amendments. The studies found that economic growth continued through the third phase of the amendments, beginning February 1, 1969, despite increased wage and hours restrictions for recently covered workers and an extension of coverage to smaller firms. Total nonagricultural employment rose in 28 of 32 months between 1967 and 1969. Price changes in the South, where the minimum wage has had the greatest impact, were not significantly different from price changes elsewhere, implying that price changes were not due to the minimum wage. The report concludes that changes in the minimum wage have not had an adverse effect on the economy. (BH)

ED 052 303 VT 012 042

Kane, Joseph Shafer, Carl M.

Personal and Family Counseling Services for the Adult Deaf. Final Report.

Family Service of Los Angeles, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 70

Note—77p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adjustment (to Environment), Counseling Services, *Deaf, Deaf Interpreting, *Family Counseling, *Individual Counseling, Interagency Coordination, *Rehabilitation Programs

Identifiers—Los Angeles

The main purpose of this project was to demonstrate the effectiveness of personal and family counseling services in facilitating rehabilitation and family adjustment of the adult deaf in Los Angeles County. Data came from a program of case work services ranging from consultation and referral to personal interviews with a population of about 3,000 deaf counseling applicants in Los Angeles County. The project successfully attracted applicants, categorized deaf clients according to types of problems, and acted as an information and referral service for the community. Recruitment and training of professional personnel was achieved to the extent necessary to accomplish positive results with most clients. By demonstrating the feasibility of this type of counseling, pointing out the special needs of the deaf, and identifying the skills necessary to work with the deaf, the program was generally successful. (BH)

ED 052 304 VT 012 043

Educational Institutions; A Study of the Economic Effects of The $1.30 Minimum Wage and 40 Hour Maximum Workweek Standards Under the Fair Labor Standards Act. Economics Effects Studies.

Wage and Labor Standards Administration (DOL), Washington, D.C.

Pub Date 30 Jan 70

Note—88p.; Submitted to the Congress, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economic Factors, Economic Research, *Employment, Fringe Benefits, *Minimum Wage Laws, *School Personnel, Schools, *Working Hours

Identifiers—Fair Labor Standards Act

The 1966 amendments to the Fair Labor Standards Act extended enterprise coverage to all public and private educational institutions. In October 1968, one out of seven of the 2 million nonsupervisory nonteaching employees working in schools was paid below the $1.30 minimum wage which became effective on February 1, 1969. Three-fifths of those below the minimum were employed in the South, although this region accounts for only a third of the total nonsupervisory work force. Nationwide, 68 percent of all schools employing 39 per cent of all nonsupervisory employees paid no worker less than $1.30 an hour in October 1968. Nonsupervisory employment in educational institutions rose by 3 percent between October 1968 and March 1969, while average hours worked per week declined slightly. Wage adjustments during the period were limited almost entirely to raising the wages of those below the minimum. The average weekly wage bill increase was 0.6 percent, compared to a 1 percent weekly increase required to raise wages to the minimum of $1.45, which became effective on February 1, 1970. (Author/BH)

ED 052 305 VT 012 044

Rainer, John D. Altshuler, Kenneth Z.

Expanded Mental Health Care for the Deaf: Rehabilitation and Prevention. Final Report.

New York State Psychiatric Inst., New York.; Rockland State Hospital, Orangeburg, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 70

Note—111p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adjustment (to Environment), Community Attitudes, *Deaf, Group Counseling, Group Therapy, *Mental Illness, *Preventive Medicine, Rehabilitation Centers, *Vocational Rehabilitation

This project demonstrates the feasibility of adding preventive and rehabilitative services to a mental health program for the deaf in order to improve program effectiveness. Rehabilitation services for inpatients begin when the patient enters the hospital. Social workers and rehabilitation counselors work with family and community agencies to pave the way for social and vocational acceptance of the deaf patients. Halfway house facilities and close liaison with state vocational rehabilitation counselors are used to ensure smooth adjustment after discharge, with similar facilities available to clinic patients. On the preventive level, consulting services at a school for the deaf are supplemented by group therapy, group counseling for parents, and discussions with teachers and cottage personnel. The program's success is measured not only by the number of potentially chronic hospital inmates who are rehabilitated, but also by the increased community cooperation and awareness of mental health needs of the deaf. (Author)

ED 052 306 VT 012 053

Dow, J. Kamal

Historical Perspective of the Florida Citrus Industry and the Impact of Mechanical Harvesting on the Demand for Labor.

Florida Univ., Gainsville. Dept. of Agricultural Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Apr 70
Note—119p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 289, MF $0.95;see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Agricultural Laborers, *Agricultural Production, *Automation, Employment Opportunities, Employment Patterns, Employment Projections, *Harvesting, *Manpower Needs, Mathematical Models, Migrant Workers

The Florida Citrus Crop is expected to increase 50 percent by 1980, resulting in labor shortages unless mechanical harvesting is used. This report uses a mathematical model of costs and revenues to compare the profitability of different mechanical systems with that of the manual system. The analysis shows that if present trends continue, mechanization will be economically desirable by 1975. However, resistance to change will probably slow mechanization to the extent that only 10 percent of the industry will be mechanized by that time. By 1980, however, the report predicts that mechanization will reach 60 percent for certain citrus crops. The study concludes that despite rapidly expanding production, manpower required for harvesting will peak in 1975 and then decline through 1980. The greatest impact will be felt by workers with low occupational mobility, due to age, race, or lack of education and experience. (BH)

ED 052 307 VT 012 120
Manning, William Stansbury, Eunice
Promoting Civil Service Employment of the Deaf. Final Report.
District of Columbia Dept. of Vocational Rehabilitation, Washington D.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 31 Oct 69
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Deaf, *Employment Opportunities, *Government Employees, Group Counseling, Job Placement, *Rehabilitation Programs, Sensitivity Training, *Vocational Rehabilitation

The purpose of this project was to investigate some of the difficulties the deaf have in obtaining employment, and to implement techniques to overcome some of these barriers, particularly in Civil Service. Different services were provided to each of five groups of clients, including training in computer operations, language skill training, counseling on the availability of psychological services, job placement through counselor referrals, and training for Post Office examinations. In each group, interpreter services were offered as an ancillary service, since some employers were more willing to hire a deaf employee if an interpreter was available for the orientation period. Three similar training programs in Baltimore, Detroit, and Washington, D.C., revealed apparent disparity in results, and a followup study was made of the three populations. (BH)

ED 052 308 VT 012 177
Davis, Velmar W. And Others
Economic Consequences of Restricting the Use of Organochlorine Insecticides on Cotton, Corn, Peanuts, and Tobacco.
Federal Extension Service (DOA), Washington, D.C.
Report No—AER-178
Pub Date Mar 70
Note—61p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A 93.28:178, $.60)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Production, *Ecology, *Economic Research, Environmental Research, *Insecticides, Public Health

The Department of Agriculture continually reviews needs for insecticides and recommends those which are effective with least hazard to people and the environment. This report estimates the economic effects of reducing the use of organochlorine insecticides. Using data from a 1966 Economic Research Service Survey, the report concludes that these insecticides are necessary for the control of certain insects, but their use could be selectively restricted over a period of several years without excessive increases in production costs, if other insecticides are substituted when feasible. (BH)

ED 052 309 VT 012 209
Gobetz, Giles Edward
Learning Mobility in Blind Children and the Geriatric Blind. Final Research Report.
Cleveland Society for the Blind, Ohio.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 67
Note—150p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Blind, *Blind Children, *Older Adults, Performance Factors, Program Evaluation, *Rehabilitation Programs, Visually Handicapped Mobility, Visually Handicapped Orientation

The main purpose of this project was to provide comprehensive orientation and mobility training to blind juvenile and geriatric clients, in order to make them capable, safe, and independent. This report covers the project's first 3 years of operation, during the demonstration period from 1964 to 1967. In addition to a program description, the report includes case histories and an evaluation, including an analysis of success and failure factors. (BH)

ED 052 310 VT 012 247
Agricultural Handling and Processing Industries; Data Pertinent to an Evaluation of Overtime Exemptions Available under the Fair Labor Standards Act. Volume I.
Wage and Labor Standards Administration (DOL), Washington, D.C.
Pub Date 30 Jan 70
Note—233p.; Submitted to the Congress, 1970
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Crop Processing Occupations, Employment, Federal Laws, Food Processing Occupations, *Minimum Wage Laws, *Off Farm Agricultural Occupations, *Overtime, *Premium Pay, *Working Hours
Identifiers—Fair Labor Standards Act

This report covers the major agricultural handling and processing industries qualifying for partial overtime exemption under the Fair Labor Standards Act and evaluates the need for such exemptions. Questionnaires which were sent to firms in various processing industries provide data on nearly 4,000 processors. The results show that existing exemptions are not fully utilized. Many firms are paying premium rates for overtime, and there was a large drop in man-hours over 40 a week during the periods when exemptions were most likely to be claimed, usually occurring before the end of the exemption period. The report concludes that the favored position held for three decades by agricultural processors should be reexamined, since the findings indicate that the exemption period could be reduced gradually to provide an orderly adjustment to the standards applicable to other industries. The appendix to this report is available as VT 012 248. (BH)

ED 052 311 VT 012 248
Agricultural Handling and Processing Industries; Data Pertinent to an Evaluation of Overtime Exemptions Available under the Fair Labor Standards Act. Volume II, Appendices.
Wage and Labor Standards Administration (DOL), Washington, D.C.
Pub Date 30 Jan 70
Note—483p.; Submitted to the Congress, 1970
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Crop Processing Occupations, Employment, Federal Laws, Food Processing Occupations, *Minimum Wage Laws, *Off Farm Agricultural Occupations, *Overtime, *Premium Pay, *Working Hours
Identifiers—Fair Labor Standards Act

Definitions of terms used in the Fair Labor Standards Act and statistical tables compiled from a survey of agricultural processing firms comprise this appendix, which is the second volume of a two volume report. Volume I is available as VT 012 247. (BH)

ED 052 312 VT 012 250
Hospitals; A Study of the Economic Effects of the Application of Minimum Wage and Maximum Hours Standards Under the Fair Labor Standards Act. Economic Effects Studies.
Wage and Labor Standards Administration (DOL), Washington, D.C.
Pub Date 70
Note—140p.; Submitted to The Congress, 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Economic Factors, Economic Research, *Employment, Fringe Benefits, *Hospital Personnel, Hospitals, *Minimum Wage Laws, *Working Hours
Identifiers—Fair Labor Standards Act

The Fair Labor Standards Act's 1966 amendments extended coverage to all non-Federal hospitals. Using data on employment, hours, wages, and supplementary benefits from one payroll period in March 1969, this report describes the impact of the increased coverage. Although 19 percent of the nonsupervisory employees were earning less than $1.30 an hour in 1966, by March 1969 virtually all were paid at least $1.30, and all but 12 percent were receiving at least $1.60, which is the minimum wage scheduled for 1971. Employment rose nationwide by one-sixth during the period, with the greatest increase, 21 percent, occurring in the South, where the impact of the minimum wage was largest. At the same time the average workweek declined from 37.1 to 35.5 hours, mainly because of the lowering of the maximum hours standards to 40 hours a week. The 1970 increase in the minimum affected less than one-tenth of the work-force, with only a 0.3 percent increase in the average weekly wage bill. (Author/BH)

ED 052 313 VT 012 252
Laws on Sex Discrimination in Employment. Federal Civil Rights Act, Title VII State Fair Employment Practices Laws, Executive Orders.
Women's Bureau (DOL), Washington, D.C.
Pub Date Jun 70
Note—23p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Opportunities, *Equal Opportunities (Jobs), *Federal Laws, *Sex (Characteristics), *State Laws

This report describes the applicable laws regarding sex discrimination in employment. In addition to Federal law and two relevant Executive Orders, the report includes 21 state laws and the District of Columbia's law prohibiting discrimination based on sex. This document is a revision of ED 014 611. (BH)

ED 052 314 VT 012 253
Who are the Working Mothers?
Women's Bureau (DOL), Washington, D.C.
Report No—Leaflet 37
Pub Date May 70
Note—4p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Family Characteristics, *Individual Characteristics, *Working Parents, *Working Women

This leaflet provides, in question-answer form, information about working mothers and their families, including individual characteristics and types of work. (BH)

ED 052 315 VT 012 254
Expanding Opportunities for Girls: Their Special Counseling Needs.
Women's Bureau (DOL), Washington, D.C.
Pub Date May 70
Note—4p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. 20210 (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, Educational Counseling, *Employment Opportunities, Equal Opportunities (Jobs), *Working Women

This brochure describes the changing social patterns which have resulted in increased female labor force participation. Educational counseling is necessary to develop a woman's talents for a rewarding career. (BH)

ED 052 316 VT 012 255
Women Private Household Workers Fact Sheet.
Women's Bureau (DOL), Washington, D.C.

Pub Date May 70
Note—6p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Dept. of Labor, Washington, D.C. (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Domestics, *Educationally Disadvantaged, Individual Characteristics, *Insurance Programs, Labor Laws, Low Income, *Socioeconomic Status, *Working Women
This pamphlet summarizes the present status of domestics in the United States. Statistical data on the problems of low income, lack of education, and poor coverage under labor laws are presented. (BH)

ED 052 317 VT 012 256
How Pre-Retirement Planning Works.
Drake Univ., Des Moines, Iowa.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.
Pub Date May 70
Note—238p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adjustment (to Environment), *Adult Counseling, Changing Attitudes, *Demonstration Programs, Discussion Programs, Employee Attitudes, *Planning, Program Evaluation, *Retirement
This demonstration project was designed to develop and evaluate a pre-retirement planning program, and to train representatives of various organizations to develop their own programs. The seven-session pre-retirement program involved 1,329 participants during its 3 years of operation. The program was evaluated through participant evaluation, observation of behavior changes such as having a will drawn or consulting a trust officer, and determination of changes in attitudes and adjustments. The second phase of the project, involving training in program development, was carried out in a 2-day seminar-workshop held during the project's third year of operation. As a result of project activities, a guide book was developed for each of the two phases. The findings show a positive change in adjustment to retirement among the 50 to 65 age group, as well as an increased involvement in activities to prepare for retirement among those attending the program. (BH)

ED 052 318 VT 012 276
Johnson, Donald W. Thompson, Mary B.
Compilation of State Dentist Manpower Reports.
American Association of Dental Examiners, Chicago, Ill.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date 70
Note—610p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE20.3102:D43/4/1965-67, $5.25)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Background, Dental Assistants, *Dentists, *Individual Characteristics, *Labor Supply, *National Surveys
The 49 studies contained in this volume, which were originally published and distributed as individual State Dentist Manpower Reports, are the first reports to be drawn from survey data gathered through a national data compilation system designed to collect essential information on the dental manpower supply from all licensed dentists at the time of their annual or biennial registration with state licensing boards. This initial nationwide survey of dentists began with the 1965 registration period and covered a period of approximately 3 years. Information is provided on the location, age, and current professional activity of dentists in each state (except Alabama and California), their professional background, and selected practice characteristics, including the area of specialization and utilization of auxiliary personnel. (Author)

ED 052 319 VT 012 279
Pennell, Maryland Y. Hoover, David B.
Health Manpower Source Book 21, Allied Health Manpower Supply and Requirements: 1950-80.
Public Health Service (DHEW), Washington, D.C. Bureau of Health Professions Education and Manpower Training.
Pub Date 70
Note—110p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE20.3109:21, $1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Programs, *Employment Projections, *Labor Supply, Manpower Development, *Manpower Needs, *Paramedical Occupations
Identifiers—Allied Health Professions Personnel Training Act
The data presented in this publication update the information on current allied health manpower requirements, supply, and deficits that was published in the 1969 Report to the President and the Congress on the Allied Health Professions Personnel Training Act of 1966, as amended. Section 21 also provides projections for 1975 and 1980. (Author)

ED 052 320 VT 012 286
Age Discrimination in Employment Act of 1967; A Report Covering Activities in Connection with the Act During 1969.
Wage and Labor Standards Administration (DOL), Washington, D.C.
Pub Date 30 Jan 70
Note—41p.; Submitted to the Congress, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, *Employment Opportunities, Employment Practices, *Equal Opportunities (Jobs), *Federal Laws, *Middle Aged, *Social Discrimination
Identifiers—ADEA, *Age Discrimination in Employment Act of 1967
This annual report on the Age Discrimination in Employment Act describes activities conducted under the Act in 1969. The Act prohibits discrimination in any of the terms of employment against individuals between 40 and 65 years of age. Coverage is extended to employers of 25 or more persons in occupations for which age is not a bona fide qualification necessary to the conduct of business, and to employment agencies and labor organizations dealing with covered employers. Appendixes to the report contain federal regulations on record keeping and summaries of applicable State laws. (BH)

ED 052 321 VT 012 288
Labor Laws Affecting Women—Ohio; A Capsule Summary (as of May 1, 1970).
Women's Bureau (DOL), Washington, D.C.
Pub Date Jun 70
Note—9p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Dept. of Labor, Washington, D.C. (no charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Federal Laws, *Labor Laws, *State Laws, *Working Women
Identifiers—*Ohio
This pamphlet summarizes the labor laws affecting women working in Ohio. Descriptions of the various state laws and a listing of the relevant Federal laws are included. These laws cover wages, hours, and working conditions for women. (BH)

ED 052 322 VT 012 293
Monitoring of and Technical Assistance to Research and Demonstration Manpower.
Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.
Pub Date 30 Jun 70
Note—171p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Federal Programs, *Manpower Development, Program Design, Program Development, *Program Evaluation, Program Planning, *Technical Assistance
As the need for manpower research and demonstration efforts increases, and technical demands on these programs rise, the necessity of a comprehensive monitoring and technical assistance project becomes apparent. This project attempted to develop monitoring and assistance mechanisms, and management information systems for 12 programs under Office of Economic Opportunity contract. After describing generally the design and execution of the Technical Assistance Plan, the report describes briefly, with recommendations, the planning and operation of each of the programs served by the project. (BH)

ED 052 323 VT 012 294
Robertson, William O. Dohner, Charles W.
Study of Continuing Medical Education for the Purpose of Establishing a Demonstration Center for Continuing Education in the Pacific Northwest. Final Report.
Washington Univ., Seattle. School of Medicine.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.
Pub Date 70
Note—324p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Educational Needs, Educational Programs, *Inservice Education, *Medical Education, *Physicians, *Professional Continuing Education, Questionnaires
In modern society, lifelong learning by the physician is essential. This study was conceived to: (1) define the educational needs of practitioners in the Pacific Northwest, (2) assess the resources available to meet these needs, (3) determine what educational programs are needed, (4) develop evaluation methods for these programs, (5) identify physician participation factors, (6) develop evaluation techniques for clinical communication systems, (7) evaluate recent continuing education programs, and (8) develop a comprehensive plan for a continuing education center. The report describes in detail the techniques used to accomplish these objectives, with questionnaires and survey results contained in the appendixes. Ideally, medical education should continue in a lifelong pattern developed during undergraduate study. With improvements in program content, promotional efforts, information networks, and program offerings in individual hospitals, continuing education can be made an integral part of physicians' careers. (BH)

ED 052 324 VT 012 295
Tabb, William K.
Government Incentives to Private Industry to Locate in Urban Poverty Areas.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.
Pub Date Nov 69
Note—13p.; Reprint 45
Available from—Institute for Research on Poverty, The University of Wisconsin, Madison, Wisconsin
Journal Cit—Land Economics; v45 n4 p392-399 Nov 69
Document Not Available from EDRS.
Descriptors—Employment Opportunities, *Incentive Grants, *Industry, *Manpower Utilization, *Relocation, Unemployed, *Urban Slums
This report investigates the possible use of government subsidies for firms locating in urban poverty areas as a means of improving employment opportunities for the urban disadvantaged. Arguments in favor of incentives, emphasizing the need to avoid wasting manpower and to protect developing industries while inducing further industrialization, are weighed against the inherent problems involved with incentives. An incentive program operates inefficiently to the extent that it cannot discriminate between firms requiring the incentive to relocate and those willing to move without the subsidy. The report concludes that subsidies should be as selective as possible, and that transportation and other locational problems should be considered as an alternative use for these incentive funds. (BH)

ED 052 325 24 VT 013 091
Cotrell, Calvin J. Doty, Charles R.
An Analysis of Face-To-Face, Video, and Remote Audio Feedback Techniques. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase I, Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.
Report No—R&D-Ser-49
Bureau No—BR-7-0158
Pub Date Jun 71
Grant—OEG-3-7-000158-2037
Note—48p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Audio Equipment, *Comparative Analysis, Feasibility Studies, Feedback, *Microteaching, Simulation, *Teacher Education, *Teaching Techniques, Video Tape Recordings, *Vocational Education
Identifiers—Face to Face Conferences
Presented in this report are the results of the feasibility testing of selected micro-teaching and video recording feedback techniques in a laboratory setting designed to simulate vocational teacher education. Volunteer teachers were selected and randomly assigned to three treatment groups in a repeated measurement design to compare the relative effectiveness of three different feedback techniques: (1) face-to-face conference, (2) face-to-face conference with video feedback, and (3) remote audio with video feedback. Twelve teachers, with four in each of the three groups, practiced the skill of introducing a lesson during five 5-minute teaching sessions over a period of 3 weeks and were evaluated by a panel of two judges. Variance analysis at the .05 level revealed no significant difference in performance among the groups over the series of teaching sessions. It was also found that the group receiving face-to-face conference with video feedback increased its performance on teaching session four, while the other two groups decreased their mean performance scores as compared to the mean scores for all groups on teaching session three. It was concluded that all feedback techniques were feasible for field testing, but modifications were recommended in the remote feedback technique. (Author)

ED 052 326 VT 013 117
Milliken, Mary Elizabeth
Planning and Developing Project Proposals for Occupational Education.
North Carolina Research Coordinating Unit in Occupational Education, Raleigh.
Pub Date Oct 69
Note—25p.; Draft
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Guidelines, Program Development, Program Planning, *Research Projects, *Research Proposals, *Vocational Education
As a result of the Vocational Education Act of 1963 and the Amendments of 1968, occupational educators are faced with the task of developing project proposals. Many considerations when writing a proposal are pointed out in this document. It is noted that a proposal is not likely to be accepted unless it indicates that the applicant agency is capable of carrying out the project. Major steps in planning a project include identifying and designing the problem, planning for evaluation, and planning administrative details. A discussion is presented regarding each of the necessary parts of the proposal. These include a statement of the problem, a review of the literature, rationale, objectives, procedure, resources, budget, plans for dissemination, application form, abstract, and summary. This would be a useful document for persons developing project proposals in occupational education as well as in other fields. (GEB)

ED 052 327 08 VT 013 122
Richards, F. L.
Outlines of Courses in Ornamental Horticulture.
Pennsylvania State Univ., University Park. Dept. of Agricultural Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.
Bureau No—BR-5-0022
Pub Date 71
Contract—OEC-5-85-014
Note—55p.
Available from—Pennsylvania State University, University Park, Pa. 16802, Department of Agricultural Education ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, *Curriculum Guides, High Schools, Landscaping, Nurseries (Horticulture), *Ornamental Horticulture, *Post Secondary Education, *Technical Education, Turf Management
Intended to suggest subject matter content of courses or programs in ornamental horticulture for high school and postsecondary vocational-technical programs, this curriculum guide was prepared by staff members of the Agricultural Education Department at the Pennsylvania State University, and tested in a workshop with vocational agriculture teachers. Contents are: (1) Outlines of Courses in Ornamental Horticulture, (2) Ornamental Horticulture Programs for Grades 10, 11, and 12, (3) Nursery Production, (4) Greenhouse Crop Production, (5) Landscape Contracting, (6) Retail Flower Shop Operation and Management, (7) Turfgrass Maintenance and Establishment, (8) Retail Garden Store Operations, (9) Arboriculture, and (10) Horticultural Mechanics. The content is presented in outline form under each topic, and is applicable to the United States and lower Canada. (GB)

ED 052 328 VT 013 211
Education for Health Care in Michigan. Report of the Citizens Committee on Education for Health Care.
Michigan State Dept. of Education, Lansing.
Report No—EHCP-Ser-1-No-5
Pub Date 70
Note—204p.
Available from—Health Manpower Unit, School of Public Health, The University of Michigan, 130 South First Avenue, Ann Arbor, Michigan 48103 (no charge)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Educational Needs, *Educational Planning, *Health Occupations Education, *Health Personnel, *Manpower Utilization, *State Programs, State Surveys
Identifiers—*Michigan
This report is based upon a survey of the supply and distribution of manpower in a wide variety of health professions and occupations, and of current educational resources in Michigan for the preparation of health care manpower. Part I of the report includes general recommendations, relating the planning and coordinating role of the State Board of Education to the needs of the State for trained health manpower, the role of related state, private, and voluntary agencies in planning to meet health care needs, the role of Michigan's institutions of higher education in meeting needs for health care manpower, and means of achieving cooperation and coordination in implementing these recommendations. Part II includes the findings and recommendations relating to educational planning for 26 broad categories of health care personnel, encompassing some 70 health occupations. (Author/GEB)

ED 052 329 VT 013 257
Daugherty, Ronald D. And Others
Highway Safety Occupational Program Development Guide.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Report No—R&D-Ser-50
Pub Date Jul 71
Note—93p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Manpower Needs, Manpower Utilization, Occupations, *Program Development, *Program Guides, Resource Materials, *Safety Education, *Traffic Control, *Traffic Safety, Transportation, Vocational Education
Identifiers—*Highway Safety
As part of a national project conducted for the National Highway Traffic Safety Administration, U.S. Department of Transportation, The Center for Vocational and Technical Education conducted a nationwide search for curriculum materials related to highway safety occupations. These materials were then screened and synthesized to provide training materials used in the project entitled "Expansion of Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements." This program guide is a further synthesis of these curriculum and resource materials. It is intended to provide an overview of sub-baccalaureate career opportunities and related training materials in areas related to highway safety. It should be especially useful as a resource document to vocational education administrators, teacher educators, and state agency personnel responsible for planning and developing vocational and technical programs in highway safety. Special attention is given to topics such as: (1) Emergency Medical Technician--Ambulance, (2) Motor Vehicle Inspector, (3) Breath Examiner Specialist, (4) School Bus Driver, (5) Traffic Patrolman, and (6) Manpower Needs in Supportive Highway Safety Occupations. (Author/JS)

ED 052 330 VT 013 274
Gordon, Jesse E.
Testing, Counseling and Supportive Services for Disadvantaged Youth.
Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 69
Note—263p.
Available from—Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Counseling, Demonstration Projects, *Disadvantaged Youth, Educational Innovation, *Employment Problems, Experimental Programs, Manpower Utilization, *Program Evaluation, Program Improvement, Testing
Since the passage of the Manpower Development and Training Act of 1962 (MDTA), the Department of Labor has funded over $30 million worth of experimental and demonstration (E and D) projects in an effort to discover some new directions for dealing with the unemployment problems of disadvantaged youth. To evaluate the effectiveness of these and similar projects and to chart a course to follow with future programs, this report reviews the nature of these projects in terms of assessment, counseling, and supportive services to disadvantaged youths. Specifically, the report seeks to identify the new knowledge and techniques which are innovations in working with disadvantaged youth and to determine the implications for future policies, programs, and strategies. The major sections of the report are: (1) Introduction, (2) Assessment, (3) Counseling, (4) Supportive Services, (5) Summary of Recommendations for Programs, Plans, and Policies, and (6) Appendix. (Author/JS)

ED 052 331 VT 013 279
Eichner, Alfred S.
State Development Agencies and Employment Expansion. Policy Papers in Human Resources and Industrial Relations 18.
Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Nov 70
Note—86p.
Available from—Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106 ($2.50)
Document Not Available from EDRS.
Descriptors—*Agency Role, Budgeting, *Economic Development, Industrialization, *Organization, *Program Planning, Regional Planning, *State Agencies
The central aim of this study is to place into the perspective of history, economic theory, and public policy the steps taken by the states to attract new industries, to stimulate the demand for new products, to encourage more tourists, and thus to speed their economic growth and increase employment. Thus, this is a study of the state development agency and its role in employment expansion. Virtually every state has such an agency. It may be called the Department of Commerce, the Department of Economic Development, the Development Board, or the like. Whatever the name, however, it is distinguished by the fact that it has the primary responsibility for stimulating the state's economic development. The four major sections of this report are: (1) The Evolution of State Efforts, (2) The Process of Regional Growth, (3) State Development Agencies: Structure and Functions, and (4) Budgetary Planning for Growth. (Author/JS)

ED 052 332 VT 013 285
Your Key To Easier Research.

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee Univ., Knoxville.
Report No—Inf-Ser-1
Note—21p.
Available from—Vocational Curriculum Laboratory, Box 1114, Murfreesboro, Tennessee 37130
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Guidelines, *Manuals, *Research Coordinating Units, Research Methodology, Research Needs, Research Opportunities, *Research Proposals, *Vocational Education

Designed to familiarize vocational educators with the purpose and objectives of the Tennessee Research Coordinating Unit (RCU), this handbook serves as a guide in developing researchable ideas and suggests procedures in writing research proposals. The handbook should be of interest to vocational instructors, teacher coordinators, guidance counselors, school administrators, university faculty and staff members, and members of the State Division of Vocational Technical Education. The major sections of this handbook are: (1) Purposes and Objectives of the RCU, (2) Objectives and Opportunities for Research, (3) Developing a Project Prospectus, (4) Proposal Format, and (5) Details of Submitting Proposals. (Author/JS)

ED 052 333 VT 013 326
Bridging the Gap Between School and Employment; A Cooperative Program of Special Education-Vocational Rehabilitation. Final Report.
Oklahoma City Public School System, Okla.; Oklahoma State Board for Vocational Education, Stillwater. Rehabilitation Service Div.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Pub Date Jul 64
Note—63p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Coordination, Educational Needs, *Mentally Handicapped, Program Design, *Program Development, Student Needs, *Vocational Education, Vocational Rehabilitation, *Youth Problems

Neither the Oklahoma public schools nor vocational rehabilitation had the resources requisite to an adequate preparatory program for educable mentally retarded children. Thus, a number of meetings, attended by public school and rehabilitation personnel, resulted in the decision to pool the resources of both into a cooperative program designed to bridge the gap between school and employment. The purpose of this cooperative effort was to provide a meaningful and constructive school program with holding power, more adequate preparation, an opportunity for employment, and satisfactory adjustment for the educable mentally retarded of the community. To facilitate the cooperative program, a research and demonstration grant was approved for a 3-year study. This document is the final report of that project. Major sections of the report include: (1) Program of Rehabilitation and Educational Services, (2) Project Developments, (3) Implications, and (4) Conclusions and Recommendation. (Author/JS)

ED 052 334 VT 013 327
Vocational Rehabilitation in Juvenile Delinquency: A Planning Grant to Determine the Role of Vocational Rehabilitation in Juvenile Delinquency. Final Report. Research and Demonstration Project (July 1, 1963–June 30, 1964).
Oklahoma State Board for Vocational Education, Stillwater. Rehabilitation Service Div.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Pub Date 64
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Delinquent Rehabilitation, *Educational Needs, Mentally Handicapped, Physical Handicaps, Program Coordination, Program Descriptions, *Program Design, Vocational Education, *Vocational Rehabilitation, *Youth Problems

This project developed from a need for knowledge and information concerning a problem of growing concern to most American communities and particularly those comprising metropolitan areas. Increasing evidence of disregard for law and order on the part of individuals of all ages, and especially teen-age children, points up the need for intelligent action based on reliable information. Therefore, the objective of this project was to develop a plan whereby the services and resources of various agencies might be coordinated to more effectively educate and rehabilitate juvenile delinquents. Implications of the data presented in the study are clear in that they call for a coordinated attack on the problem to prevent juvenile delinquency, to deal intelligently with the young offender, and to provide greater continuity to his treatment. Major sections of this study include: (1) The Scope and Extent of Juvenile Delinquency in Tulsa and Oklahoma Counties, (2) Available Resources, (3) The Extent of Physical or Psychological Handicaps Manifested in Juvenile Delinquents, and (4) A Proposed Program to Alleviate Juvenile Delinquency. (Author/JS)

ED 052 335 VT 013 329
Killinger, George G., Ed. And Others
National Conference on Pre-Release. A Symposium on Adult Offender Programs, Halfway House, Pre-Release, and Work Release.
Sam Houston State Coll., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.; Texas State Dept. of Corrections, Huntsville.
Pub Date 67
Note—105p.; Proceedings of a Conference (Huntsville, Tex., Nov. 1-4, 1967)
Available from—Sam Houston State College, Institute of Contemporary Corrections and the Behavioral Sciences, Huntsville, Texas 77340 (no charge)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, *Correctional Rehabilitation, Drug Addiction, Educational Needs, Employment Programs, *Prisoners, *Program Development, *Program Evaluation, Rehabilitation Programs, Vocational Education, Work Experience Programs

Seventy-four participants attended the 4-day National Conference on Pre-Release Programs for a symposium on adult offender programs. Presentations heard included: (1) "Halfway House Programs--A National Overview" by O.J. Keller, Jr., (2) "The Evolving Program of a Privately Operated Halfway House" by Robert P. Taylor, (3) "The Employment Program of a Halfway House for Narcotic Addicts" by Keith Turkinton, (4) "Correctional Assumptions and Their Program Implications" by Vincent O'Leary, (5) "The Changing Program of Pre-Release at the Federal Level" by Gerald A. Collins, (6) "A Warden Looks at Pre-Release" by J.E. Baker, (7) "The STEP Program and Work Release" by Robert E. Joyce, (8) "Management and Operation of a Work Release Program" by Robert Anderson, and (9) "The News Media and Work Release" by Kuyk Logan. (JS)

ED 052 336 VT 013 347
Nezzer, Mildred And Others
Determinants of Global Satisfaction: Organizational Differences.
Minnesota Univ., Minneapolis. Industrial Relations Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Business, *Employee Attitudes, *Employment Opportunities, Factor Analysis, *Job Satisfaction, *Management, Measurement Instruments, Measurement Techniques, Models, Multiple Regression Analysis, *Organizations (Groups), Research Methodology

To identify the determinants of satisfaction for managers, a Decremental Stepwise Multiple Regression analysis was run on the exempt employees in five companies. There were 27 predictor variables, each reflecting satisfaction with some specific aspect of work. The variable to be predicted was global satisfaction. It was expected that the determinants would vary from company to company because the company situations are different and the determinants would reflect the particular situations. The resulting individual company regression models did show differences even though these five companies were members of the same corporation. The results of this study do not explain why there are differences or what effects manipulation of the determinants would have; these questions require further study. The method, however, does describe the factors accounting for global satisfaction for particular companies. The method is generalizable and can be used as a followup measure of change resulting from experimental manipulations of the determinants. (Author)

ED 052 337 VT 013 350
The Job Opportunities in the Business Sector Program: An Evaluation of Impact in Ten Standard Metropolitan Statistical Areas.
Greenleigh Associates, Inc., New York, N.Y.
Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.
Pub Date Jun 70
Note—153p.
Available from—Greenleigh Associates, Inc., 355 Lexington Avenue, New York, New York 10017 ($5.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Cooperation, *Disadvantaged Groups, Employer Attitudes, *Employment Programs, *Manpower Development, *Manpower Utilization, Participant Characteristics, *Program Evaluation, Underemployed, Unemployed, Vocational Education
Identifiers—Job Opportunities in the Business Sector

An evaluation of the Job Opportunities in the Business Sectors (JOBS) program revealed that JOBS should be continued as a Federally assisted manpower program since it has demonstrated a viable role for business in manpower training. As a result of JOBS disadvantaged, unemployed, and underemployed persons have been elevated above poverty income levels, families of trainees involved in the program have benefited, and other public manpower programs have increased their role and have begun to provide additional services to meet the needs of the disadvantaged unemployed and underemployed. On the other hand, the JOBS program has developed little local support except among those members of the business community who are directly involved. The successful continuation and expansion of JOBS will require a broader base of local support. Major sections of this report include: (1) Background of the JOBS Program, (2) Impact on the Job Market, (3) Relations with Manpower Agencies and Other Community Organizations, (4) JOBS Employers and Their Assessment of Program Impact, and (5) Trainee Characteristics and Reactions. (Author/JS)

ED 052 338 VT 013 366
Study of Minority Group Employment in the Federal Government, November 30, 1969.
Civil Service Commission, Washington, D.C.
Report No—SM-70-69B
Pub Date 70
Note—622p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CS1.48:SM 70-69B, $5.50)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Agencies, Comparative Analysis, *Employment, *Federal Government, *Manpower Utilization, *Minority Groups, *Statistical Data, Tables (Data)

This report is intended primarily for use by those who manage the Federal civilian work force. It is hoped, however, that it will prove useful to those without managerial responsibility who are concerned with the nature of and changes in the composition and structure of the Federal work force. The statistical data and analyses presented herein are directed at such questions as: (1) What is the size and geographic distribution of the Federal civilian work force? (2) What is the extent of minority group representation? (3) How is this work force paid? (4) How does the pay of its minority group employees compare with that of its non-minority group employees? (5) Is there upward mobility among its minority groups employees? To answer these questions, data are included for the first time for each minority group by department and selected agency, and the number of Standard Metropolitan Statistical Areas has been expanded from 41 in the 1967 study to 75 in the present one. Detailed tables showing minority

employment data by grade are also included for the first time. (Author/JS)

ED 052 339 VT 013 367
Employee Training in the Federal Service; Fiscal Year 1970.
Civil Service Commission, Washington, D.C. Bureau of Training.
Report No—Pamp-T-7
Pub Date Mar 71
Note—76p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CS 1.48:T-7-A, $.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agencies, Costs, Employment Opportunities, *Federal Government, *Job Training, Occupational Mobility, *Program Evaluation, *Training Objectives, Vocational Education
This fourth annual review of employee training activities throughout the Federal Service is derived from information provided by agencies in their annual training reports to the Civil Service Commission for fiscal year 1970. Major sections of the report are: (1) Progress Toward Significant Training Goals, (2) Agency Training Activities, (3) Accomplishments Through Training, (4) Activities of the Civil Service Commission, and (5) Statistical Review of Training. Summary data from previous reports are included to make comparisons and show trends. Statistical tables and figures present the data. (JS)

ED 052 340 VT 013 371
Wallace, Gordon Lee
An Analysis of Selected Factors Relating to the Criteria and Procedures for Selection of Occupational Advisory Committee Members.
Pub Date Jun 71
Note—145p.; Ed.D. dissertation; Oregon State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Advisory Committees, *Community Colleges, *Criteria, Doctoral Theses, *Personnel Selection, Post Secondary Education, *Vocational Education
The purpose of this study was to determine and analyze criteria and procedures used in the selection of occupational advisory committee members in Oregon community colleges. The existence of a common core of criteria and procedures for selecting occupational advisory committee members was investigated. Further, the relationship between an individual's level in the organization and his number of years of experience at selecting advisory committee members was related to this core. On-going committee member replacement practices were compared to practices followed in selecting a member for an initial committee, and information provided in the literature was compared to selection criteria and procedures actually being used. Finally, implications of selecting an advisory committee prior to employment of an instructor were considered. Based on data gathered by a questionnaire-interview procedure, a major conclusion was that there was no difference in the criteria used by all participants combined and those used by each respondent group in selecting occupational advisory committee members. (Author)

ED 052 341 VT 013 383
WIN Systems Analysis: Final Report and WIN Model.
Auerbach Corp., Philadelphia, Pa.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No—MEL-71-14a
Pub Date 30 Apr 71
Note—135p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 101, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Management Systems, *Models, *Program Evaluation, Program Improvement, Program Planning, *Systems Analysis, Systems Approach, *Systems Concepts
Identifiers—WIN, WIN Model, *Work Incentive Program
Based on Auerback's study of the present structures and processes of the Work Incentive (WIN) Program, the Model WIN System is a portrayal of what the program would look like if a number of suggested changes were made. Its purpose is to envision an "ideal" system within reasonable constraints and limitations. This report presents the findings and conclusions of the systems study which was based on information gathered in the review of planning and program documents and in interviews of administrators on the national, regional, state, and project site levels. The report begins with a broad concept of the WIN program and proceeds through the legislative design and management system to the resulting package of services which is delivered to the enrollee. The relationships between the underlying assumptions and the legislation, and between the legislation, the management system, and the visible package of services are traced throughout. (GB)

ED 052 342 VT 013 389
Handbook for Evaluating Disadvantaged and Handicapped Students for Planning Occupational Education Programs.
North Carolina State Board of Education, Raleigh. Dept. of Public Instruction.
Pub Date Feb 70
Note—43p.
Available from—Division of Occupational Education, N.C. Dept. of Public Instruction, Education Building, Raleigh, North Carolina 27602 (Single Copies without charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Evaluation Criteria, Evaluation Techniques, Handicap Detection, *Handicapped Students, Mentally Handicapped, Physically Handicapped, *Program Planning, Resource Guides, *Student Evaluation, *Vocational Education
Identifiers—*North Carolina
This handbook is intended for public school educators who are attempting to identify students with special educational needs, diagnose specific causes, and plan programs to meet these unique needs. To help in the evaluation of disadvantaged and handicapped students, the document presents a descriptive list of conditions and characteristics of these students, suggested procedures for evaluation, sources of information to be used by the evaluation committee, and basal instruments. (GB)

ED 052 343 VT 013 407
Youth Unemployment--Time to Do Something About It.
Department of Labor, Washington, D.C.
Pub Date [70]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Charts, Manpower Development, Manpower Utilization, *Minimum Wage, *Population Trends, *Unemployment, Vocational Education, *Youth, *Youth Problems
Presented in this summary document are 17 charts and statements concerning youth unemployment. Topics covered include: (1) the ratio of teenage to adult unemployment rates, (2) the population explosion, (3) effects of staying in school, (4) state minimum wage patterns, and (5) the effects of a differential on family income. A recommended course of action is a special minimum wage rate for youth. (JS)

ED 052 344 VT 013 408
Boydell, T. H.
A Guide to Job Analysis.
British Association for Commercial and Industrial Education, London (England).
Pub Date 70
Note—34p.
Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N, 4AP England ($1.80 (members); $2.64 (non-members, Including Postage)
Document Not Available from EDRS.
Descriptors—Guidelines, *Guides, *Information Seeking, Information Sources, *Job Analysis, Resource Materials, *Techniques, *Vocational Education
There is considerable evidence that a large number of recently appointed training specialists would welcome a straightforward account of job analysis. It is in the hope of providing such an account and of providing practical guidance that this booklet has been written. Major sections of this guide include: (1) Job Analysis--A Process, (2) Systematic Training in Ten Steps, (3) The Job Description, (4) The Job Specification, and (5) How to Carry Out Job Analysis. Also included are several examples illustrating the various products of job analysis. (Author/JS)

ED 052 345 VT 013 413
Berry, Dale W. And Others
National Evaluation of Operation Mainstream. Phase I: The Green Thumb-Green Light Program. Final Report for Phase I of III.
Kirschner Associates, Inc., Albuquerque, N. Mex.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No—MEL-71-04a
Pub Date Jan 71
Note—235p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 197609, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Community Programs, Cross Sectional Studies, Data Analysis, *National Programs, *Older Adults, *Program Evaluation, Sampling, *Unemployed, *Vocational Education
Identifiers—Green Thumb Green Light Program (The), *Operation Mainstream
This evaluation report on the Green Thumb program is the first in a series of three reports that will constitute a comprehensive evaluation of Operation Mainstream (OM). Operation Mainstream is a collection of programs designed to employ as enrollees poor, chronically unemployed adults. This evaluation relies primarily on cross-sectional and before-and-after analysis to determine program impact within the sample OM communities. The report evaluates the Green Thumb-Green Light program on two levels: (1) the degree of correspondence between program goals and the congressional intent for the Mainstream program, and (2) the effectiveness of program design and operation in achieving program objectives. Recommendations are: (1) The basic strategy and emphasis of the program should be modified so that the program provides more services of direct benefit to the poor and aged, (2) Consideration should be given to the strategy of concentrating efforts and resources in order to intensify impact and to facilitate administration, (3) The advisory committee should be strengthened, (4) Supportive services should be given more effort, (5) Annual medical examinations and safety training should be insured, and (6) Procedures should be instituted to insure that enrollees understand the reasons for their termination. (GB)

ED 052 346 VT 013 415
Scanlon, John W. And Others
An Evaluation System to Support Planning, Allocation and Control in a Decentralized, Comprehensive Manpower Program. Final Report.
Urban Inst., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No—MEL-71-07
Pub Date Mar 71
Note—234p.
Available from—National Technical Information Sercice, Operations Division, Springfield, Virginia 22151 (PB 198514, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Evaluation Criteria, *Evaluation Techniques, Federal Legislation, *Federal Programs, *Manpower Development, *Program Administration, *Program Evaluation, Program Planning
This report presents the results of a study to design the appropriate evaluation system needed at the Department of Labor for decentralized operation of a comprehensive manpower program. It covers not only the priority evaluations needed and the methods of performing them, but also changes required in planning, reporting, and administration in order to make the evaluation system effective. An examination of the different measures that might

be used, a digest of the proposed legislation considered, and a recommended assignment of responsibility for the system within the Department are included. (Author)

ED 052 347 VT 013 435
Upgrading the Workforce: Problems and Possibilities.
Shelly (E.F.) and Co., New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Jan 71
Note—146p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Federal Programs, *Improvement Programs, *Inplant Programs, *Job Training, *Labor Force, *Manpower Development, Program Evaluation, Surveys, Vocational Education
Identifiers—Upgrading Programs
This report describes the early experiences of selected upgrading programs currently underway in American industry. The research focuses on the practical perspectives of these efforts, especially the constraints encountered in program design and implementation, and the various techniques and responses which may overcome these constraints. The findings of this report are rooted in large measure in judgments of program staff, management officials, union leaders who have dealt closely with special projects, and the interpretations of the authors who have studied the upgrading issue for the past 2 years. This report is intended to fertilize the thinking of decision-makers about the problems and possibilities in providing greater opportunities for non-supervisory workers. Primary findings include: (1) Management will mount special training efforts when a specific need is identified, (2) Litigation by government agencies has often forced companies to develop special upgrading efforts for racial minorities, (3) Management is just beginning to relate production difficulties to personnel problems, (4) Workers are not articulating demands for more upgrading opportunities, and (5) Workers are reluctant to participate in upgrading programs involving substantial expenditures of their time and money. (Author/CD)

ED 052 348 VT 013 436
Love, Don
Vocational Education for the Disadvantaged, A New Dimension.
Los Angeles City Coll., Calif.
Pub Date Jun 70
Note—161p.
Available from—Los Angeles City College, 855 N. Vermont Avenue, Los Angeles, California 90029 ($4.89)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Colleges, Curriculum Development, *Disadvantaged Groups, Guidelines, Junior Colleges, Models, Program Descriptions, *Program Development, Program Planning, *Program Proposals, *Vocational Education
Identifiers—*Los Angeles City College
This report is meant to be a tool for the recognition and resolution of a major concern at Los Angeles City College--vocational education programs for the disadvantaged. It is intended to help the college develop programs in which the disadvantaged can successfully function and from which he can enter the world of work as a competent and skilled individual. The results include the following: (1) findings from a review of the existing vocational education curricula, (2) an in-depth discussion of the national concern of vocational education for the disadvantaged, (3) suggested solutions to problems, (4) an analysis of the college community population, (5) labor market trends and needs, (6) program planning, development and operation, (7) curriculum development and coordination, (8) guidance and counseling services, (9) an educational model, (10) public information, (11) future plans and needs, and (12) an evaluation. Specifically the report contains three sections. Section I is concerned with forming a general or philosophical base for programs. Section II incorporates much of the documentation that is essential in establishing the validity and justification for the programs. Section III presents the specific model and the overall programs for use by the College as a guideline in their formulation of a long-range plan for vocational education for the disadvantaged. (Author)

ED 052 349 VT 013 440
Employment of the Physically Handicapped in a Competitive Industrial Environment.
Abilities Inc. of Florida, Clearwater.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Pub Date 66
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Problems, *Employment Programs, Participant Characteristics, *Physically Handicapped, *Rehabilitation Centers, *Vocational Adjustment, Vocational Education, Vocational Training Centers
The objective of this project was to develop a center for the employment of severely disabled and older workers in a competitive industrial environment. Patterned after a similar center in the state of New York, Abilities Inc. of Florida adopted the specific purposes of: (1) providing a continuing basis of employment for severely disabled and aged, workers, (2) providing vocational training and work adjustment training for severely disabled and aged workers who might enter competitive employment following such training, (3) providing clinical training for rehabilitation personnel, and (4) stimulating the employment of severely disabled and older workers through demonstration techniques. Abilities, Inc. is carefully geared to the geographic and economic conditions of their setting. Since the program is job oriented, no therapy or treatment is administered during working hours so that employees work a standard industrial day and produce products competitive with similar industries. Employees receive prevailing wages and standard benefits. Moreover, in addition to placing employees in existing jobs, Abilities is working to reeducate the community so that new jobs for the disabled may be developed. (JS)

ED 052 350 VT 013 452
Female Unemployment in Four Urban Centers. A Study of Female Unemployment in Newcastle, Wollongong, Geelong and Elizabeth.
Australian Dept. of Labour and National Service, Perth.
Pub Date 70
Note—47p.; Labor Market Studies No. 3
Available from—Department of Labour and National Services, 125 Swanston Street, Melbourne, Victoria, Australia 3000
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Problems, *Females, *Foreign Countries, *Industrial Structure, Job Market, *Job Placement, Surveys, *Unemployment, Urban Areas
Identifiers—*Australia
A special survey was conducted of all females registered as unemployed in the Employment Districts of Newcastle and Wallongong in New South Wales, Geelong in Victoria and Elizabeth in South Australia. In addition to the principal findings and conclusions of the study, this report includes an examination of the main reasons for female unemployment together with a consideration of possible ways to reduce the problem. The results indicated that the incidence of registered female unemployment in the four areas was relatively severe and that the insufficiency of opportunities was mainly attributed to an imbalance in the industrial structure. The more detailed results of the study are presented separately for each of the four areas and include relevant statistical tables. (Author/GEB)

ED 052 351 VT 013 455
McKinlay, Bruce And Others
Career Education at O.S.S.D. A Study of Needs and Plan of Action for Career Education at Oregon State School for the Deaf.
Oregon State Board of Education, Salem. Special Schools Div.
Pub Date Jul 70
Note—141p.
Available from—Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($2.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Deaf Children, Employment Opportunities, *Occupational Guidance, Occupational Information, *Physically Handicapped, *Program Evaluation, *Program Improvement, Surveys, *Vocational Education
Identifiers—*Career Education
Recognizing a need for improvement in their vocational education offerings, the administration of the program for the deaf appointed a study team representing backgrounds including education of the deaf, manpower research, public administration, and occupational analysis. This report presents their specific analysis and recommendations for a comprehensive plan for career education which will lead to higher and more diversified employment for the deaf. The plan calls for guidance and exploratory opportunities and puts heavy emphasis on the student's choice of a career field. It integrates "academic" and "vocational" courses and individualizes the program. Reports based on an extensive analysis of both educational opportunities and labor market conditions are included in the report. (GEB)

ED 052 352 VT 013 458
McFarland, Ross A. And Others
An Evaluation of the Ability of Amputees to Operate Highway Transport Equipment. Final Report.
Harvard Univ., Boston, Mass. School of Public Health.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Pub Date 68
Note—163p.; Study performed by the Guggenheim Center for Aerospace Health and Safety of the Harvard School of Public Health
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Ability, *Amputees, Motor Reactions, *Motor Vehicles, *Orthopedically Handicapped, Performance, Social Characteristics, *Traffic Safety, *Transportation
To document the driving experience of amputees and to test whether amputees differ from non-amputees in the operation of a simulated motor vehicle, related literature was reviewed, a comprehensive study of private motor vehicle operation by amputees was carried out, and 100 persons (20 non-impaired, non-commercial drivers, 20 non-impaired, commercial drivers, and 60 amputees) were tested on a vehicle simulator to study the physical components of steering and braking. In addition, the amputees were interviewed by a psychiatric social worker. The clinical interviews revealed a universal presence of chronic depression among the amputees. The experimental tests indicated that there was no evidence that amputees who were able to pass conventional driver licensing tests have greater accident frequencies than do unimpaired persons. The vehicle simulator experiments revealed that, with appropriate power assists, unilateral orthopedic impairment should not necessarily impair driving performance. On the basis that orthopedically impaired persons usually have a high degree of motivation to succeed as safe drivers, it was recommended that the driving abilities of impaired persons be reappraised according to their overall ability to operate vehicles in interstate commerce. (SB)

ED 052 353 VT 013 464
The Training and Research Institute for Residential Youth Centers, Inc. (TRI-RYC). Training Manual.
Training and Research Inst. for Residential Youth Centers, Inc., New Haven, Conn.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Manpower Development, Manuals, Models, Program Descriptions, *Residential Centers, Residential Programs, *Urban Youth, *Vocational Education, Youth Agencies, *Youth Programs
This manual is designed to provide a review of the Residential Youth Center (RYC) program. In 1968, the Department of Labor funded the Training and Research Institute for Residential Youth Centers, Inc. (TRI-RYC) which attempts to improve the quality of life in the urban community. Such centers use a model that includes the following components: (1) inner-city location, (2) non-institutional setting, (3) non-professional staff, (4) focus on self help, (5) horizontal structure, (6) service for enrollees and their families, (7) coordination with vocational and educational services, and (8) community penetration and research feedback. A related document is available in this issue as VT 013 465. (GB)

ED 052 354 VT 013 465
The Training and Research Institute for Residential Youth Centers, Inc. (TRI-RYC). Final Report, 1969-1970.
Training and Research Inst. for Residential Youth Centers, Inc., New Haven, Conn.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 70
Note—282p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Job Training, *Manpower Development, Models, Program Descriptions, Reports, Research, *Residential Centers, Residential Programs, *Urban Youth, *Vocational Education, Youth Agencies, *Youth Programs
This report describes and details the experiences of the Training and Research Institute for Residential Youth Centers (TRI-RYC) during its first year of operation. The TRI-RYC was established by the Department of Labor, Office of Special Manpower Programs, to provide a capability for initiating, training staff for, and evaluating the effectiveness of five new residential-support facilities based on the Residential Youth Center model developed in New Haven, Connecticut. The field-testing of this model was done in Flint, Michigan; Cleveland, Ohio; Trenton, New Jersey; Boston, Massachusetts and Bridgeport, Connecticut. This report describes the results of this attempt to replicate the RYC model in the above cities. Attention is focused on the neighborhood-based residential model in terms of its staffing pattern, orientation toward client service, in-service training procedures and internal organization. In addition, the history of the development of the TRI-RYC is summarized and implications drawn for the future development of residential programs as support-facilities to high risk youth involved in manpower training. A related Training Manual is available in this issue as VT 013 464. (Author)

ED 052 355 VT 013 466
Studies and Reports Related to Training and Education. Fiscal Year 1970.
Civil Service Commission, Washington, D.C. Bureau of Training.
Pub Date Feb 71
Note—108p.; 1971 Revision
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (CS 1.48:T-6/2, $.70)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Directories, *Educational Needs, Industrial Training, Management Education, Reference Materials, *Reports, *Resource Materials, Supervisory Training, *Training Objectives, Vocational Education
The information in this directory is compiled from material submitted by agencies which are included in the Annual Report of Training Activities. The purpose of the directory is to promote and coordinate an exchange of the training related information that agencies obtain as they conduct studies of their training needs, problems, and courses. The information can be useful to trainers and managers in planning, conducting, or evaluating their own programs or courses. The studies and reports are related to: (1) Career Development, (2) Determining Training Needs, (3) Evaluation of Training, (4) Executive Department, (5) Management Training, (6) Program Development, (7) Summer Employment Programs, (8) Supervisory Training, (9) Technical Training, (10) Training Administration, (11) Training Methods, and (12) Upward Mobility Programs. Entries under each category include the title of the information, a brief abstract, the performing author and organization, and an address for additional information. (GEB)

ED 052 356 VT 013 468
Directory for Reaching Minority Groups.
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.
Pub Date 70
Note—259p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L23.2:M66, $2.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Agencies, Communications, *Directories, *Employment Opportunities, Information Sources, *Information Systems, Manpower Utilization, *Minority Groups, Vocational Education
This directory lists, alphabetically by state and city, the names, addresses, and telephone numbers of the organizations and people who are able to reach minority groups to tell them about affirmative action programs for job training and job opportunities. At the end of many of the state entries are listed organizations which have statewide or regionwide contacts with special groups, such as Indians and Spanish-speaking persons. (Author)

ED 052 357 VT 013 472
Project to Plan, Develop, Present, and Evaluate a Management Institute for Experienced Occupational Education and Manpower Training Administrators. Final Report.
Technology Management, Inc., Cambridge, Mass.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Massachusetts State Dept. of Education, Boston.
Pub Date Apr 71
Note—138p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Decision Making Skills, *Educational Administration, Experimental Programs, *Institutes (Training Programs), *Management Development, *Manpower Development, Program Administration, *Vocational Education
This report concludes the final phase of a project designed to help occupational and manpower training administrators apply the best available management concepts to the analysis and solution of a wide variety of problems. This 2-week experimental institute was presented to a group of Massachusetts administrators from such organizations as public vocational-technical schools, manpower training programs, community colleges, and Commonwealth agencies. Arranged in five chapters, the report provides: (1) an introduction to the organization of the report, (2) background information concerning the project, (3) an evaluation of the project which includes participants and staff observations, (4) 12 recommendations in regard to improving the effectiveness of the Institute, and (5) a proposed design for future institutes. Included in the appendix are the Project Plan, the Institute Prospectus and Schedule, and the Institute Bibliography. (Author/BH)

ED 052 358 24 VT 013 482
Schriver, William R. Bowlby, Roger L.
An Analysis of Differential Benefits from Vocational Training. Final Report.
Memphis State Univ., Tenn.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-0-D-049
Pub Date Apr 71
Grant—OEG-4-70-0053
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Cost Effectiveness, *Educational Benefits, Educationally Disadvantaged, *Followup Studies, High School Graduates, Income, Statistical Analysis, *Student Characteristics, *Vocational Education
The objectives of this study were to find out how the characteristics of students and their training affect the rate of return to investment in vocational training, how they affect the earnings of trainees, and how vocational training influences the distribution of income among educational groups. The data were collected in a previous study and consisted of detailed records for 127 vocationally trained subjects and 127 individually matched untrained subjects. Records for 411 vocationally trained subjects were used for the analysis of earnings. The data were analyzed by analysis of covariance and multiple regression analysis. One strong relationship uncovered was the negative association between I.Q. and benefits from vocational training. Some conditions among former vocational students that were found to be related to relatively higher income potential were: (1) study in health occupations, (2) being of the male sex, (3) working at a job requiring specific training, and (4) being a high school graduate. It was found that training led to similar proportionate income gains among the educationally deprived as well as high school graduates. (GEB)

ED 052 359 VT 013 484
A Working Curriculum Paper on Technology and the World of Work and Careers.
Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.
Pub Date 70
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Career Planning, *Curriculum Development, *Educational Innovation, Industrial Arts, Industrial Technology, Occupational Guidance, Occupational Information, Secondary Grades, *Vocational Education
Identifiers—*Occupational Exploration, World of Work
This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work", and "self." At first, the child will study jobs that are thing-centered or people-centered, then jobs that are product-centered or service-centered. In other words, he will classify jobs according to this continuum. During 3 years the student can study within the major subdivisions of technology, which are communications, construction, manufacturing and service. Also, he will have the opportunity to work within a small student-directed company so that he may apply his knowledge. (Author/GEB)

ED 052 360 VT 013 486
Defensive Driving Course. Student Workbook and Defensive Driver's Manual.
National Safety Council, Chicago, Ill.
Pub Date 71
Note—60p.; 6th Edition
Available from—National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Driver Education, Glossaries, Instructional Materials, Manuals, Motor Vehicles, Safety Education, *Study Guides, *Traffic Safety, Transportation, Vehicular Traffic, *Vocational Education, *Workbooks
This combination workbook and study guide for driver education courses is divided into three sections. Section One consists of eight parts including suggestions on avoiding various collisions and other driving maneuvers. The second section consists of an outline for assisting the student in taking notes on instruction. The third section is a manual for defensive drivers consisting of important driving tips and other information. Numerous illustrations, questions and answers, and other materials are included to enhance the use of the publication. A final examination and a glossary of terms are appended. (GB)

ED 052 361 VT 013 487
McKnight, A. James Adams, Bert B.
The Development of Driver Education Objectives Through an Analysis of the Driving Task.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Report No—Prof-Paper-4-71
Pub Date Apr 71
Note—14p.; Presentation to National Safety Congress (Chicago, Ill., October, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Course Objectives, Course Organization, Courses, *Driver Education, *Educational Objectives, Motor Vehicles, *Task Analysis, Transportation, *Vocational Education
The ultimate goal of the research described in this paper is to develop a set of instructional objectives for driver education courses based on a comprehensive and detailed analysis of the driver's task. There are two phases--first, an analysis of the driver's tasks; second, a set of instructional objectives developed from results of the task analysis. The task analysis is described in this paper. It consists of three activities: (1) the

analysis proper--reduction of the driver's tasks into their component behaviors, (2) a criticality evaluation--an attempt to assess the importance of each behavior to safe and efficient driving, and (3) the development of task descriptions--preparation of a booklet containing the results of the task analysis and a criticality evaluation. (Author)

ED 052 362 VT 013 495

Report from the National Institute on Exemplary Projects in Vocational Education.

Nevada State Dept. of Education, Carson City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Note—148p.; Institute conducted at Squaw Valley, Calif., July 19-23, 1970

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conference Reports, *Demonstration Projects, Dropout Programs, *Models, Program Development, Program Effectiveness, *Program Evaluation, Program Guides, Projects, Research Projects, Systems Approach, *Vocational Education

This document is a compilation of the presentations made at the 1970 National Exemplary Institute, a conference designed to serve as a guide for exemplary projects being undertaken across the country. Presentations included in the document are: (1) "The Characteristics of This Changing Age in Our Vocational Education" by Luis Morton, (2) "The Role of Exemplary Programs in Educational Reform" by Albert Riendeau, (3) "The Importance of Accountability for Exemplary Programs" by Leon Lessenger, (4) "A Model for the Operation of Exemplary Programs" by Robert Barnes, (5) "Emerging Substitute Systems of Education for High School Dropouts and Potential Dropouts" by Leon Minear, (6) "An Approach to Evaluation: A Model for Evaluating the North Carolina Exemplary Program" by Robert Morgan, (7) "The Craft of Evaluation" by Eugene Griessman, (8) "An Evaluation System for Exemplary Projects" by Robert Barnes, (9) "Presentation of a Dissemination Model for Exemplary Projects" by Tom Clemens, (10) "Guidelines for Dissemination of Exemplary Project Information" by Larry Hutchins, (11) "A Management Model for Exemplary Projects" by Stephen Knezevich, and (12) "Expectations for Exemplary Project Directors by the Pilot and Demonstration Branch, USOE" by Sidney High. (JS)

ED 052 363 VT 013 497

Platt, Henry And Others

Automation in Vocational Training of the Mentally Retarded, Section I and II. Abstract of Final Report.

Devereux Foundation, Devon, Pa. Inst. for Research and Training.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Report No—VRA-993-P-63

Note—22p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Autoinstructional Aids, Automation, *Emotionally Disturbed, *Instructional Aids, Mentally Handicapped, Mental Retardation, *Programed Materials, *Slow Learners, Teaching Methods, Vocational Education, *Vocational Rehabilitation

This project was primarily concerned with the preparation, development and refinement of programed material in prevocational and work-related areas for use with the Devereux Model 50 Teaching Aid and other auto-instructional aids that are readily available throughout the country. A secondary goal was the evaluation of the effectiveness of using programed instruction in vocational training of adolescents with moderate intellectual and/or emotional handicaps. Four teaching methods used included the: (1) Automated Method, (2) Conventional Method, (3) Integrated, and (4) Programed Lecture. The most effective of the four methods proved to be the integrated method, while the automated method was more efficient than the conventional and the programed lecture methods. Students who were taught by the machine method alone, demonstrated the weakest performance on proficiency tests. A final conclusion was that the training of mentally retarded and emotionally handicapped adolescents can be enhanced through a coordinated program of good teaching instruction and programed instruction. (Author/GEB)

ED 052 364 08 VT 013 534

Ward, Charles F.

The State of Accreditation and Evaluation of Postsecondary Occupational Education in the United States.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Center R&D-12

Bureau No—BR-7-0348

Pub Date 70

Grant—OEG-2-7-070348-2698

Note—243p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Accreditation (Institutions), Interviews, National Surveys, Organization, *Post Secondary Education, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, *Technical Education, *Vocational Education

Designed to provide an input to the Southern Association of Colleges and Schools' Committee on Occupational Education, this study took on national significance and is the first comprehensive study of accreditation for occupational education. This study outlines the development, organization, and procedures of the regional specialized, and governmental accrediting agencies in the United States. The arguments for and against separate accreditation of occupational education are discussed. Because of the rapid growth of occupational education, problems still exist in judging its effectiveness. In addition to a review of literature, procedures included letters soliciting information, personal interviews, and the use of questionnaires. Suggestions for future action on the part of accrediting agencies are included. (Author/GEB)

ED 052 365 08 VT 013 535

Dawson, C. G.

Exploration of the Occupational Guidance Role of the Public Secondary School Guidance Counselor.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—Center R&D-10

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—110p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Administrator Attitudes, Counselor Attitudes, *Counselor Role, Interaction, *Occupational Guidance, Questionnaires, *Role Perception, *Secondary School Counselors, Statistical Analysis, Surveys, Teacher Attitudes, Vocational Education

The focus of this report is the role expectations of the guidance counselor position as held by selected faculty groups. The two major tasks are: (1) to ascertain the extent of group agreement on the occupational guidance role of secondary school counselors, and (2) to determine the relationships of selected variables to the degree of such agreement. Data were obtained from principals, counselors, general education teachers, and vocational education teachers from a random sample of all North Carolina high schools having a 12th grade, a vocational education position, and a guidance counselor. It was concluded that principals, counselors, and teachers have similar conceptions of the occupational guidance role of the counselors. There is some slight disagreement on some of the role expectations listed on the 60-item instrument used. Those variables related to this agreement or disagreement are the attitude of the counselor to occupational education, the type of counselor, and the frequency of interaction between counselors and general education teachers. (Author)

ED 052 366 VT 013 536

Walther, Regis H.

The Measurement of Work-Relevant Attitudes, A Report on the Development of a Measuring Instrument. Final Report.

George Washington Univ., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-41-7-004-09

Pub Date Oct 70

Note—49p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 195 986, MF $0.95; for hardcopy price see catalog)

Document Not Available from EDRS.

Descriptors—Factor Analysis, *Measurement Instruments, Motivation, *Out of School Youth, *Psychological Tests, *Test Construction, Testing, *Work Attitudes

This paper reports the development of a self-report inventory for measuring work-relevant attitudes. A pool of 72 items was created after a review of the research literature. These items were administered to 89 out-of-school Neighborhood Youth Corps enrollees in Cincinnati and to 78 New Careers enrollees in Durham. Performance ratings were obtained from counselors for each subject. A factor analysis of the 72 items produced three interpretable factors: optimism, unsocialized attitudes, and self-confidence. The items were then grouped into three scales designed to measure these variables. A revised inventory was prepared and administered to 447 subjects. A factor analysis of the items supported the previous conclusions that optimism, self-confidence, and unsocialized attitudes were three important dimensions. The inventory should prove useful in connection with the development of programs designed to modify work-relevant attitudes. (Author)

ED 052 367 VT 013 539

Jury, Philip A. And Others

The Relation of Sample Demographic Characteristics to Job Satisfaction.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 71

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Business, Demography, Educational Background, *Employee Attitudes, Factor Analysis, *Job Satisfaction, Job Tenure, *Management, Measurement Techniques, *Organizations (Groups), Sex Differences

In order to examine the effects of such demographic characteristics as sex, age, education, occupational tenure and status, company and job tenure and management level on job satisfaction, the responses of 1,139 exempt employees in six companies to 28 satisfaction scales were factor analyzed. In comparing the factor structures for the various demographic groupings, patterns of scale loadings across groupings were emphasized. It was expected that some factors would be common for all demographic groupings of employees, while other factors would vary in their patterns of scale loadings. The resulting factor structures showed that factors related to compensation and personal progress and development work aspects had very similar scale loadings for all groupings of employees. However, the two remaining factors that dealt with superior-subordinate interactions and the context of the organization were perceived differently among the demographic groupings. Thus the conclusion of the study was that demographic characteristics reflected a difference in the perception of organizational-related variables but not in the perception of individual-related variables for job satisfaction. (Author)

ED 052 368 VT 013 550

Interviewer's Handbook for Selection and Referral to Training and Placement.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date 70

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L 1.7/2:IN 8, $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Apprenticeships, *Disadvantaged Groups, *Educational Programs, *Employment, Employment Counselors, Guidelines, *Manuals, Personnel Selection, *Placement

This handbook is designed to assist local employment service personnel in effective selection and referral of applicants to training and job opportunities. Guidelines for placement are combined with detailed information on training programs. General guidelines for the

identification of disadvantaged applicants are supplemented with a discussion of the outreach, motivation, and special assistance available to this group, within the Human Resources Development framework. The guidelines for job placement are followed by procedural modifications to meet the needs of special groups or situations. (BH)

ED 052 369 VT 013 551

A National Effort for the Physically Handicapped.

President's Task Force on the Physically Handicapped, Washington, D.C.

Pub Date Jul 70

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR 37.8:P56/R29, $.25)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Role, *Educational Needs, Government Role, *Manpower Development, *Physically Handicapped, Program Effectiveness, Program Evaluation, *Program Improvement, *Reports

The mission of this Task Force was to review what the public and private sectors are now doing for physically handicapped Americans and to recommend what might be done to improve services and programs. Specifically, the Task Force was to provide an overview of problems faced by handicapped people in order to determine how best to assist them in achieving maximum independence, security, and dignity. To accomplish this mission the Task Force was to: (1) consider the effectiveness of existing programs, (2) recommend methods for improving the quality of services and the coordination of these programs, (3) propose ways for increasing community awareness and action in the interest of the handicapped, and (4) develop recommendations for legislation or executive governmental action, and suggest how private and voluntary groups could pursue more effectively their efforts to aid the handicapped. The findings and recommendations of this Task Force are presented in this document. (Author/BH)

ED 052 370 VT 013 556

Smith, Brandon B. Jiloca, Editha L.

The Relationship of Selected Factors to the Occupational-Educational Choices of Twelfth Grade Students.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date Apr 71

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, *Educational Interest, *High School Students, *Occupational Aspiration, Occupational Choice, *Parent Attitudes, *Student Attitudes

The purpose of this study was to investigate the occupational and educational aspirations and expectations of 12th grade students to determine whether objective measures of occupational needs and preferences for work were reliable and to determine if the students' plans were realistic and similar to those of their parents. A sample of 46 Grade 12 students (22 males and 24 females) were identified, and an expression of their idealistic and realistic occupational choices were obtained and compared. Conclusions were that 12th grade boys and girls have similar educational aspirations but different occupational aspirations, they appear to be capable of making a realistic occupational-educational commitment, and their educational aspirations are similar to their parents' but their occupational aspirations are quite different. (Author/GEB)

ED 052 371 VT 013 566

Industrial Manpower Center, The First Year; Report on an Experimental and Demonstration Program.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Note—141p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Culturally Disadvantaged, *Demonstration Programs, Disadvantaged Groups, Educationally Disadvantaged, *Employment Programs, *Experimental Programs, Job Placement, Job Training, *Manpower Development, Manpower Utilization, *Program Descriptions, Program Evaluation, Tables (Data)

This is a report on the first year's operation of a major job-readiness and job placement program in an "urban fringe" area near the San Francisco Bay. It includes contractor's categories and full information on types and numbers of placements. Also included are narratives of successful programatic breakthroughs and descriptions of areas which have caused, or continue to cause, program difficulties. There were some anticipated successes--trainees jumped between two and seven grades in educational attainment within 10 weeks--and some unanticipated failures. There were also some tentative research conclusions which may influence national manpower policy, or stimulate a heated controversy. The so-called "untrainable" and "uneducable" men and women coming into the program to prepare for a job, were advanced so quickly, that new work and educational options opened to them: a high school diploma and college entrance. Despite first year failures, over 66 percent of the graduates were permanently placed in private-industry jobs, an increasing number of trainees began to obtain their high school diplomas, and an equal number went on to college and stayed there. (Author)

ED 052 372 VT 013 568

Carroll, Stephen J. And Others

Evaluation Design for the Los Angeles Women's Job Corps Center.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—RM-6373-OEO

Pub Date Dec 70

Note—118p.

Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 ($4.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Adult Vocational Education, Behavior Change, *Disadvantaged Youth, Economic Progress, Estimated Costs, Evaluation Techniques, *Federal Programs, *Females, Individual Characteristics, Manpower Development, Performance Factors, Poverty Programs, Program Content, Program Effectiveness, *Program Evaluation, Success Factors

Identifiers—*Job Corps, Los Angeles

The main purpose of this project is to evaluate the success of the Los Angeles Women's Job Corps Center in helping girls rise out of poverty by improving their attitudes and economic status. A second objective is to estimate the cost of each service provided to a girl. Based on comparisons of outcomes among girls as individuals rather than groups, an evaluation design was developed for estimating the relationship between post-program economic prospects, corpswoman attitudes, and each element of the set of services received from the Center. Although long-term outcomes cannot be observed for some time, the use of short-term outcomes is adequate when these are related to long-term outcomes. The evaluation design focuses on the potential impact of changes in the mix of services offered by the Center. (BH)

ED 052 373 VT 013 571

Blackoff, Edward M.

An Experimental and Demonstrational Program to Improve the Status of Household Employment. Final Report (March 15, 1968-July 31, 1970).

Household Management, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—249p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Adult Vocational Education, Career Opportunities, *Demonstration Projects, *Domestics, *Economically Disadvantaged, Economic Status, *Employment Programs, Service Occupations

To demonstrate the feasibility of utilizing a commercial household service business to correct inequities connected with the household occupations, nearly 400 underemployed or unemployed persons were enrolled in a training and work experience program with a guarantee of employment for graduates. The project found that the exploitation of household workers was deeply rooted in the attitudes and practices of the employers, who strongly resisted paying adequate charges, despite the promise of professional services and guaranteed satisfaction. The project points out the need for protective legislation. (BH)

ED 052 374 24 VT 013 595

Baker, Richard A. And Others

A Pilot Investigation for Developing and Operating a State Occupational Information Service System for Vocational-Technical Education. Final Report.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-D-026

Pub Date Dec 70

Grant—OEG-4-9-100026-0040-057

Note—49p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Storage Devices, Data Processing, *Educational Planning, Information Retrieval, Information Storage, *Information Systems, *Manpower Needs, Occupational Guidance, *Occupational Information, Resources, State Programs, Technical Education, *Vocational Education

To investigate and resolve some of the problems associated with developing a permanent state-wide occupational information service system for planning and programing vocational education, a small scale data bank was developed for six selected countries in Alabama. Inputs were collected from 38 high schools offering vocational education, two post-secondary vocational institutes, three county employment offices, one chamber of commerce, four institutions offering non-public supported programs, and some manpower training programs. The occupation-industry material approach was used to estimate employment levels, and a cross tabulation computer program was used to project employment. The information output components were: (1) demographic, (2) manpower demand, (3) manpower supply, and (4) resources inventories. Charts and exhibits illustrate the kinds of information available and its output organization from the system. (Author)

ED 052 375 VT 013 598

Heath, Edwin Dale, Jr. And Others

Texas Laws of Arrest: A Comprehensive Manual for the Law Enforcement Officer. Criminal Justice Monograph Vol. II, No. 5.

Sam Houston State Coll., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date 70

Note—107p.

Available from—Institute of Contemporary Corrections and the Behavioral Sciences, Sam Houston State University, Huntsville, Texas 77340

Document Not Available from EDRS.

Descriptors—Federal Legislation, *Law Enforcement, *Legal Problems, *Legal Responsibility, *Manuals, Police Action, Power Structure, Program Descriptions, *State Laws, State Legislation, Vocational Education

The purpose of this study was to develop a manual on the Texas laws of arrest for use by state and local law enforcement officers. It is not intended to be a legal treatise, although pertinent statutes and court decisions are reviewed and suggestions made for legislative change. A brief history of the laws of arrest is presented, together with a review of the constitutional limitations on the power of the law enforcement officer. The study focuses on the following primary areas of concern: (1) definition, history and elements of arrest, (2) authority to make arrest, (3) constitutional limitations on the power to arrest, (4) arrest with warrant, (5) arrest without warrant, (6) ancillary arrest authority, (7) use of force, (8) immunity from arrest, (9) disposition procedures following arrest, and (10) problems relating to unlawful arrest. Existing "model" legislation is presented, including the Uniform Arrest Act and the Model State Statute on "Stop and Frisk." (Author/GEB)

ED 052 376 VT 013 610

Spaziani, Richard L. Courtney, E. Wayne

The Application of Bloom's Cognitive Taxonomy to Selected Professional Education Competencies.

Oregon State Univ., Corvallis. Div. of Vocational, Adult, and Community Coll. Education.

Pub Date Jul 71

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Ability Identification, *Cognitive Ability, Community Colleges, Comparative Analysis, Correlation, Factor Analysis, Rating Scales, Secondary Schools, Taxonomy, *Teacher Attitudes, *Teacher Qualifications, *Vocational Education Teachers
Identifiers—Blooms Taxonomy
The central problem of this study was to determine the hierarchial levels of common professional education competencies needed by community college and secondary school vocational instructors. A survey-type questionnaire was developed using a six-point ordinal scale corresponding to the major headings of Bloom's cognitive taxonomy. The population consisted of selected vocational education instructors from Oregon's community colleges and secondary schools. The results were analyzed using the Q-Mode and R-Mode factor analysis techniques. It was concluded that 57 of the 99 professional competencies could be classified as having high levels of correlation and could be grouped into meaningful competency clusters typified by the study's sample population. The data indicated vocational-technical educators resembled one another with regard to the hierarchial values assigned to the professional education competencies. (GEB)

ED 052 377 VT 013 616
Introducing Children to the World of Work.
Oregon State Dept. of Education, Salem.
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Communications, Community Services, *Elementary Grades, Industry, *Occupational Guidance, Occupational Information, *Resource Materials, Transportation, *Vocational Education
Identifiers—*Career Education, World of Work
This annotated bibliography has been prepared for librarians, principals, teachers, and counselors interested in developing programs to assist elementary grade pupils to obtain knowledge concerning requirements and opportunities in the world of work. The list is comprised of nonfiction materials which, in part or in full, have pertinent information about specific or general careers. Listings are arranged according to the subject headings: (1) Community Government and Services, (2) Industry, (3) Transportation, (4) Communication, and (5) Federal Government and Services. All of the 101 entries are listed alphabetically under subheadings in each major heading. An alphabetical list of publishers with addresses is included for the convenience of those wishing to order titles listed. (GEB)

ED 052 378 VT 013 626
Jackson, Dorothy G., Ed.
Research 1971; An Annotated List of SRS Research and Demonstration Grants, 1955-1971.
Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training.
Report No—SRS-ORD-178-1971
Pub Date 71
Note—346p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (MF $0.95; for hardcopy price, see catalog)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Child Welfare, *Demonstration Projects, *Grants, International Programs, Rehabilitation, *Research Projects, Social Services, *Vocational Education
Identifiers—Aging
This annotated bibliography includes a listing of all the research and demonstration grants of the Social and Rehabilitation Service (SRS) during the period between 1955 and 1971 except that of the Division of Mental Retardation. Topics include research on aging, international programs, child welfare, rehabilitation, social services, public assistance and cooperative research. All projects are combined under a comprehensive subject index with numerical indexes subdividing them into eight parts. For the convenience of the reader, a section of films lists the projects which have produced films either as their primary purpose or as a by-product of the grant. (GB)

ED 052 379 VT 013 629
Crump, William A.
Rehabilitation of the Public Offender. A Report from the Study Group on Rehabilitation of the Alcoholic and Public Offender.
Georgia State Office of Vocational Rehabilitation, Atlanta.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Report No—Rehab-Serv-Ser-68-36
Pub Date 68
Note—157p.; Institute on Rehabilitation Services (5th, Madison, Wis., May 22-25, 1967)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Correctional Rehabilitation, *Criminals, Evaluation Criteria, *Federal Programs, Guidelines, Job Training, Referral, *Rehabilitation Programs, *State Programs, State Surveys, *Vocational Rehabilitation
This study was made of the practices and problems in rehabilitating public offenders so that meaningful and usable materials would be available for the use of state agencies. The study consisted of a review of the experience of the study group members, a survey of state rehabilitation agencies, a field trip to a cooperative correctional rehabilitation center, and the utilization of resource people in 10 different disciplines. Some major parts of this study include: (1) eligibility, case finding and development of referral sources, (2) evaluation and counseling of the public offender, (3) restoration services, (4) training, (5) job placement and followup, and (6) development and utilization of inter-agency relationships and community services. Information is also included regarding the vocational rehabilitation programs in Georgia and Maryland, cooperation between the Maryland Department of Corrections and the State Board of Education, Federal agency programs, expansion projects, innovation projects, establishment projects, innovation projects, establishment projects, and research and development projects. (GEB)

ED 052 380 VT 013 633
Marshall, Eleanor D. Moses, Evelyn B.
LPN's, 1967; An Inventory of Licensed Practical Nurses.
American Nurses' Association, New York, N.Y.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Nursing.
Pub Date Jan 71
Note—112p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 20.3102:N93/11, $1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Comparative Analysis, *Health Occupations, Individual Characteristics, *National Surveys, *Occupational Surveys, *Practical Nurses, *Statistical Data, Tables (Data)
The data in this report are the result of the first in a series of five proposed inventories of licensed practical nurses. The study revealed a total of 343,635 practical nurses holding licenses to practice at the time of the study. About 74 percent reported they were employed in nursing, 20 percent indicated they were not employed in nursing, and 6 percent did not report their status. General characteristics of the entire population of licensed practical nurses were: approximately 97 percent were female, 59 percent were married, 21 percent were widowed, separated or divorced, almost 14 percent were single, and the median age was 44.1 years. This data should be a valuable asset to the body of statistical knowledge on nursing personnel in this country. (Author/GEB)

ED 052 381 VT 013 642
State Research Coordinating Unit Activities for the Period July 1, 1970-December 31, 1970. Semiannual Report.
Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Jun 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activities, Educational Research, *National Surveys, Planning, *Reports, *Research Coordinating Units, Research Projects, *State Programs, *Vocational Education
This report summarizes information received from State Research Coordinating Units (RCU's) regarding research activities conducted under Section 131 (b) of the Vocational Education Amendments of 1968. The purpose of the report is to provide information that will help states to be aware of research and development conducted by other states, thus facilitating exchange of information and reducing duplication of effort. Specific information is provided on a state-by-state basis in regard to projects completed, new projects funded, research and related activities, and projects and activities planned. (Author/JS)

ED 052 382 VT 013 648
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Spring 1971.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—159p.
Available from—ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly--Fall, Winter, Spring, Summer, $11.00 per year)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Agricultural Education, *Annotated Bibliographies, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education
This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education," are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 013 689). Others are available from the source identified in the abstract. (CD)

ED 052 383 VT 013 652
Finch, Curtis R. And Others
Reviews and Bibliographies Related to Research in Vocational-Technical Education; A Selective Bibliography with Annotations.
Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Jun 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Reference Materials, Research Reviews (Publications), *Technical Education, *Vocational Education
This document contains 74 annotated bibliographic entries related to research in vocational-technical education. The document does not represent an extensive search, is not intended to benefit all persons equally, and no plans are being made to up-date the contents; however, it should be of considerable value to persons concerned with research activities in the vocational-technical field. (GEB)

ED 052 384 08 VT 013 653
Bowman, Mary Jean And Others
A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume I, Learning, Working and Earning: Preview and Review. Final Report.
Chicago Univ., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1325
Pub Date Dec 70
Grant—OEG-3-6-000537-0744
Note—102p.; Vol I of 5 volumes
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Aspiration, *Comparative Education, Developed Nations, Educational Objectives, Educational Opportunities, Educational Policy, Educational Practice, Educational Research, High School Students, Labor Market, Models, Occupational Aspiration, *Public School Systems, *School Surveys, Socioeconomic Influences, *Student Attitudes, Universal Education, *Vocational Education
Identifiers—*Japan
This report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. Data came from a 1966 survey of 7,000 male high school seniors enrolled in general, commerce, agricultural, and technical curriculums, with supplementary data from the students' fathers. This first volume of the five-volume report includes an overview of the entire study and an introductory chapter. Japan was chosen for this study because of the exceptional data coverage and reliability, and the notable similarities and contrast with the United States in relevant educational matters. In this volume a generalized sequential human-investment and career decision model is presented, which permits the inclusion of both monetary and non-monetary factors. The five volumes are available as VT 013 653-013 657. (BH)

ED 052 385 08 VT 013 654
Bowman, Mary Jean And Others
A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume II, The Japanese Educational System, the Study Sample, and Student Selection to Upper-Secondary Schools and Curricula. Final Report.
Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1325
Pub Date Dec 70
Grant—OEG-3-6-000537-0744
Note—162p.; Vol II of 5 volumes
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Aspiration, Admission Criteria, *Comparative Education, Developed Nations, Educational Objectives, Educational Opportunities, Educational Policy, Educational Practice, High School Students, Labor Market, Occupational Aspiration, *Public School Systems, *School Surveys, Socioeconomic Influences, *Student Attitudes, Universal Education, *Vocational Education
Identifiers—*Japan
This five-volume report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. In this second volume, Chapter 2 traces the development of the Japanese educational system and describes the contemporary situation in schools and the labor force, and current issues in Japanese education. Chapter 3 investigates associations between family background and the type of secondary school, and presents a Stage 1 decision model for the allocation of youth among curriculums. The entire five volume report is available as VT 013 653-013 657. (BH)

ED 052 386 08 VT 013 655
Bowman, Mary Jean And Others
A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume III, To Higher Education or to the Labor Market. Final Report.
Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1325
Pub Date Dec 70
Grant—OEG-3-6-000537-0744
Note—148p.; Vol III of 5 volumes
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Aspiration, *Comparative Education, *Decision Making, Developed Nations, Educational Opportunities, High School Students, Labor Market, Models, Occupational Aspiration, *Public School Systems, *School Surveys, Seniors, *Socioeconomic Influences, Socioeconomic Status, Student Attitudes, Universal Education, Vocational Education
Identifiers—*Japan
This five-volume report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. In an analysis of the transition from secondary school to college or the labor market, this third volume concentrates on the educational decision without a detailed analysis of career choice and job markets. The five volumes are available as VT 013 653-013 657. (BH)

ED 052 387 08 VT 013 656
Bowman, Mary Jean And Others
A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume IV, The Post-School Years. Final Report.
Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1325
Pub Date Dec 70
Grant—OEG-3-6-000537-0744
Note—210p.; Vol IV of 5 volumes
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Comparative Education, Developed Nations, Educational Opportunities, High School Students, Labor Market, *Occupational Aspiration, *Public School Systems, School Surveys, Seniors, Social Background, Social Factors, Socioeconomic Influences, *Socioeconomic Status, *Student Attitudes, Universal Education, Vocational Education
Identifiers—*Japan
This five-volume report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. This fourth volume relates the student's background to his anticipations and preferences regarding income, occupational status, and type of work and business. The five volumes are available as VT 013 653-013 657. (BH)

ED 052 388 08 VT 013 657
Bowman, Mary Jean And Others
A Theoretical and Empirical Analysis of Vocational Preparation in Japan. Volume V, Appendixes. Final Report.
Chicago Univ., Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-1325
Pub Date Dec 70
Grant—OEG-3-6-000537-0744
Note—105p.; Vol V of 5 volumes
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Aspiration, *Comparative Education, Developed Nations, Educational Objectives, Educational Policy, High School Students, *Labor Market, Occupational Aspiration, *Public School Systems, Questionnaires, *School Surveys, Seniors, Social Background, *Student Attitudes, Universal Education, Vocational Education
This report presents detailed procedures and findings of research on Japanese high school seniors, their choice of courses, educational and career expectations and preferences, and the extent to which these attitudes conform to relationships in Japanese labor markets. The appendixes contained in this final volume of the five-unit report include questionnaires and supplementary material regarding family background, course preferences, and school and work aspirations. The entire five volumes of the report are available as VT 013 653-013 657. (BH)

ED 052 389 24 VT 013 668
Rothwell, Wade B. Baker, Richard A.
Relationship of Proficiency Ratings and Personality Traits to Job Success of Stenographic and Secretarial Science Graduates. Final Report.
Auburn Univ., Ala. Dept. of Vocational and Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-D-014
Pub Date Jul 70
Grant—OEG-4-9-100014-0020-057
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, Business Education, Employer Attitudes, *Individual Characteristics, *Job Satisfaction, Personality Assessment, Post Secondary Education, *Predictive Measurement, Prognostic Tests, Secretaries, *Stenographers, Stenography, *Vocational Adjustment
To determine whether achievement on selected stenographic and personality tests is a predictive measure of job success when the employee is evaluated using the Minnesota Satisfactoriness Scales as a method of measuring job performance, this study tested 300 stenographic and secretarial majors in Alabama State technical institutions and junior colleges, and 123 graduates employed as stenographers or secretaries. Using statistical analysis of the data, it was concluded that the National Business Entrance Stenographic Test and four of the 16 personality traits as measured by the 16 P.F. Personality Test are predictors of job success when using the Minnesota Satisfactoriness Scales. To analyse the data, researchers used correlation, analysis of variance, statistical "t", and chi square statistical analysis. (Author)

ED 052 390 VT 013 689
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Spring 1971.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—16,865p.
EDRS Price MF-$53.24 HC Not Available from EDRS.
Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education
Documents announced with VT numbers only in the Spring 1971 issue (VT 013 648) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author and subject index from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 052 391 24 VT 013 696
Hogan, Robert And Others
An Extension of the Similarity-Attraction Hypothesis to the Study of Vocational Behavior.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-105
Bureau No—BR-6-1610
Pub Date Jun 71
Grant—OEG-2-7-061610-0207
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavioral Science Research, *Behavior Theories, *Interpersonal Relationship, *Occupational Choice, Personality Development, Psychology, *Research Projects, *Vocational Interests
Identifiers—*Vocational Behavior
This paper presents an investigation of the association between similarity of interests and

likability in a manner as nearly comparable as possible to earlier attitude and personality research. The finding of a strong, positive relationship between similarity of interests and likability would be significant for two reasons. First, it would represent an extension of the similarity-attraction hypothesis, so important in personality research, to the field of vocational behavior. Second, positive findings would provide further support for Halland's theory of vocational choice by testing the validity of some of its assumptions. When results were compared directly with previous research concerning the effects of similarity of attitudes or personality on likability, a strong positive relationship was found between interest similarity and rated attraction. The implications of these findings for a major theory of vocational behavior are discussed. (Author)

ED 052 392 24 VT 013 697

Livingston, Samuel A.

Two Types of Learning in a Business Simulation.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-104

Bureau No—BR-6-1610

Pub Date Jun 71

Grant—OEG-2-7-061610-0207

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Business Education, Comparative Analysis, Educational Games, Learning Activities, Research Projects, *Simulation, *Teaching Techniques

Fourteen high school students, chosen at random from a group of 28, spent 5 hours participating in a business simulation, after which all 28 students took tests designed to measure their knowledge of business facts and concepts and their ability to evaluate business decisions. The simulation group outperformed the control group on both tests, but the difference approached statistical significance only for the test of facts and concepts. (Author)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — ED 013 371

Ability Grouping

Ability Grouping: Status, Impact, and Alternatives. ED 052 260

Roommate-Impact Upon Academic Performance. ED 052 228

Ability Identification

The Application of Bloom's Cognitive Taxonomy to Selected Professional Education Competencies. ED 052 376

Able Students

Brain Gains and Brain Drains: The Migration of Black and Nonblack Talent. ED 051 741

Abstraction Levels

Studying the Cognitive Emphases of Teachers' Classroom Questions. ED 052 158

Abstracts

Abstracts for the 11th Annual Convocation of NERA. ED 052 229

Annual Report: Automatic Informative Abstracting and Extracting. ED 051 843

Current Publications in Population/Family Planning Number 13. ED 052 030

Paper and Symposia Abstracts. 1971 Annual Meeting. ED 052 152

Academic Achievement

Ability Grouping: Status, Impact, and Alternatives. ED 052 260

A Comparison of School Mean Achievement Scores With Two Estimates of the Same Scores Obtained by the Item-Sampling Technique. ED 052 241

Creativity and Achievement in Speech. ED 052 182

The Effects of Improved Health on Productivity Through Education. ED 051 520

Empirical Validation of a New Category System: One Example. ED 052 138

Ethnic Origin and Educational Attainment: November 1969. Population Characteristics, Current Population Reports. ED 051 931

Factors Affecting the Socio-Economically Disadvantaged Child in an Educational Setting. Final Report. ED 052 282

Progress in Education - 1960-1970: A Sample Survey. ED 052 226

Project R-3 Allocation of Students Among Groups. ED 051 583

Race, Education, and Jobs; Trends 1960-1970. ED 052 274

The Relationship Among Various Dichotomous Descriptive Personality Scales and Achievement in the Mentally Retarded: A Study of the Relevant Factors Influencing Academic Achievement at Various Chronological Age Levels. Final Report. ED 051 621

The Relationship of School Inputs to Public School Performance in New York State. ED 051 585

Research Issues Arising from the National Assessment of Educational Progress. ED 052 244

School Achievement of Children 6-11 Years as Measured by the Reading and Arithmetic Subtests of the Wide Range Achievement Test. ED 052 230

School Integration, Classroom Climate, and Achievement. ED 052 269

Success of Black Students in Foreign Languages. ED 051 689

Academic Administration Internship Program

Goals and Achievements of the ACE Internship Program in Academic Administration. ED 051 775

Academic Education

Priority Need in SPA: Program Specialists. A New Approach to Student Advising in Higher Education. ED 051 502

Academic Performance

Drug Use and Grades in College. ED 051 729

Roommate-Impact Upon Academic Performance. ED 052 228

The Transfer Student: An Institutional Variable in the Analysis of Junior Year College Marks. ED 051 749

Academic Standards

"Quo Vadis" Specialized Occupational Program Accreditation? ED 051 796

[The City University of New York's Open Admissions Program: A Reply to an Article by Rowland Evans and Robert Novak.] ED 051 732

Accreditation (Institutions)

"Quo Vadis" Specialized Occupational Program Accreditation? ED 051 796

The State of Accreditation and Evaluation of Postsecondary Occupational Education in the United States. ED 052 364

Acculturation

The Navajo Bordertown Dormitory in Flagstaff, Arizona. American Indian Education Papers, No. 4. ED 051 958

Achievement

A Comparison of Achievement in an Integrated Two-Year Chemistry-Physics Course with Achievement in Chemistry and Physics Taught as Separate Courses. ED 052 016

Student Attitudes, Perceived Parental Attitudes, and Socio-Economic Status as Predictors of Junior High School Mathematics Achievement. ED 052 017

Achievement Tests

A Convenient and Valid Measurement for Achievement in Speech. ED 052 178

Directory of Achievement Tests for Occupational Education. ED 052 239

How To Select and Evaluate Programmed Instructional Materials. ED 051 455

School Achievement of Children 6-11 Years as Measured by the Reading and Arithmetic Subtests of the Wide Range Achievement Test. ED 052 230

Activism

The American Student Left; An Historical Essay. ED 051 738

Behavioral Differences Among Selected Organized Student Groups. ED 051 503

Black America. ED 052 278

Briefs of Selected Court Cases Affecting Student Dissent and Discipline in Higher Education. ED 051 730

Student Unrest.
ED 051 508
The Task Force for Student Involvement.
ED 051 570
The Unholy Alliance Against the Campus.
ED 051 758

Adjustment (to Environment)
Expanded Mental Health Care for the Deaf: Rehabilitation and Prevention. Final Report.
ED 052 305
How Pre-Retirement Planning Works.
ED 052 317
Personal and Family Counseling Services for the Adult Deaf. Final Report.
ED 052 303

Administration
Administration: Exceptional Child Bibliography Series.
ED 051 591
Case Studies in Broadcast Management.
ED 051 623
A Handbook for the Administration of Special Negro Collections.
ED 051 857
Higher Education Administration. An Annotated Bibliography of Research Reports Funded by the Cooperative Research Act, 1956-1970.
ED 051 760
Independent School Administration.
ED 051 580

Administrative Organization
Administrative Survey: East Orange Public Schools, East Orange, New Jersey.
ED 051 546
Centers and Institutes at The Pennsylvania State University. A Case Study.
ED 051 774
A Forward Thrust: The State of the College, An Opportunity for the Future.
ED 051 810
A Handbook of the Temple City Differentiated Staffing Project. An Up-to-Date Revision of Project Procedures and Policies.
ED 052 144
The Organization and Functions of the Governing Boards and the President's Office. A Discussion Memorandum.
ED 051 755

Administrative Personnel
Administrative Survey: East Orange Public Schools, East Orange, New Jersey.
ED 051 546
Goals and Achievements of the ACE Internship Program in Academic Administration.
ED 051 775
Managerial Effectiveness.
ED 051 449
Professional Development of Financial Aid Officers. Higher Education Surveys.
ED 051 757
The Status and Future of the Administrative Internship in the United States.
ED 051 564

Administrative Policy
Charters, Constitutions and By-Laws of the Indian Tribes of North America. Part IIa: The Northern Plains. Occasional Publications in Anthropology, Ethnology Series, No. 3.
ED 051 923
Questions and Answers: Report of Institute on the Administration of Special Education (Jackson, Mississippi, July 20-21, 1970).
ED 051 610
Strategies for Change: A Case Study of Innovative Practices at the Coast Community College District.
ED 051 806

Administrative Principles
ABE Learning Center Guidelines.
ED 051 501

Administrative Problems
Administrative Survey: East Orange Public Schools, East Orange, New Jersey.
ED 051 546

Administrator Attitudes
"Perceptions of Consultant Utilization." Statistical Report. First Draft.
ED 051 556

Administrator Background
Deans of Students and their Programs at Selected Christian Liberal Arts Colleges.
ED 051 770

Administrator Evaluation
Evaluation of Middle-Administrative Personnel: A Component of the Accountability Process.
ED 051 543

Administrator Guides
Instructional Television Facilities: A Planning Guide.
ED 051 640
Student Unrest.
ED 051 508

Administrator Qualifications
Your Superintendent -- Recharge or Discharge?
ED 051 576

Administrator Responsibility
Campus Governance - The Amazing Thing is that It Works At All.
ED 051 439
More Scholars Per Dollar
ED 051 776

Administrator Role
Alliance in Leadership.
ED 051 787

Admission Criteria
Is "Higher" Education Really "Better" Education?
ED 051 735
Open Admissions and Equal Access.
ED 051 747
Open Admissions in Higher Education.
ED 051 440

Adoption (Ideas)
Suburban-Urban Educational Resources.
ED 051 575

Adult Basic Education
ABE Learning Center Guidelines.
ED 051 501
Adult Basic Education in New Mexico; Personal Growth Curriculum.
ED 051 499
Adult Basic Education: The State of the Art.
ED 051 475
Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools. Annual Report, May 1969 - June 1970.
ED 052 272
Assessment of Functional Illiteracy in Washoe County and a Strategy of Recruitment for the Adult Basic Education Program.
ED 051 494
The Development and Utilization of Student Prepared Teaching Units in Family Living Subject Areas Utilizing the Television Media.
ED 051 500
Guidance and Counseling Project for Adult Basic Education; Office of Education -- Region VI. Final Report, FY 1970.
ED 051 492
Programmed Instruction and Computer Assisted Instruction in Adult Basic Education: An Institute for State and University Level Adult Basic Education Personnel.
ED 051 456
Project Homebound. Final Report.
ED 051 479

Adult Counseling
How Pre-Retirement Planning Works.
ED 052 317

Adult Education
Adult Basic Education Teacher Trainers: Their Characteristics, Attitudes, and Values.
ED 051 457
Adult Education in the Seventies.
ED 051 487
A Brief to the Commission on Post-Secondary Education in Ontario.
ED 051 496
Building a Model Doctoral Degree Program in Adult Education.
ED 051 453
The Community Colleges and Their Communities.
ED 051 497
The Education Continuum - A Neglected University Responsibility.
ED 051 450
Functional Literacy: A Method of Training for Development.
ED 051 485
"Futures": A New and Needed Literature for National and International Planning in Continuing Education.
ED 051 478
Glassboro State College Head Start and Follow Through Supplementary Training Program.
ED 052 136
An Instrument and Conceptual Model for the Prediction and Diagnosis of Dropout from Educational Institutions.
ED 051 452
Inter-Agency Meeting on Work-Oriented Literacy. Final Report.
ED 051 484
An Introduction to Lifelong Education.
ED 051 458
Knowledge and Action in Adult Education.
ED 051 493
Newsletters in Extension Education with a Suggested Programmed Learning Manual for Self-Teaching of Newsletter Production.
ED 051 491
Proceedings of the Conference on Evaluation in Continuing Medical Education, August 25-26, 1970.
ED 051 434
"Recurrent Socialization." A New View of "Adult" and "Education" in the Life-Long Education Concept.
ED 051 476
Report on Education for Older Citizens.
ED 051 472
"Re-socialization as an Aspect of Adult Education."
ED 051 477
Training Program for Cooperative Student Trainees in Professional Career Options; GS-Trainee-2 to Trainee GS-7.
ED 051 489
T V Classroom. Report of 1968-1969 School Year.
ED 051 482
The Use of Mass Media in Adult Education in Countries Outside the U.S. and Canada: A Literature Review.
ED 051 435
Using Broadcasts: BBC Radio & Television. A Guide for Tutors of Adult Groups.
ED 051 461

Adult Education Programs
Adult Basic Education: The State of the Art.
ED 051 475
The Effect of a Planned Communication Program on Change of Attitude and Knowledge of the Urban Dweller Toward Chemicals and Pesticides.
ED 051 488

Adult Leaders
What Are Leaders Really Like: A Study of Adult 4-H Volunteer Leaders; Biographical Profile.
ED 051 468

Adult Literacy
Third Meeting of the Panel for Evaluation of Experimental Literacy Projects. Final Report.
ED 051 483

Adult Programs
Foster Grandparent Program.
ED 051 490

Adult Reading Programs
Utilizing Television in Reading Improvement Courses.
ED 051 972

Adult Vocational Education
Evaluation Design for the Los Angeles Women's Job Corps Center.
ED 052 372

Advisory Committees
An Analysis of Selected Factors Relating to the Criteria and Procedures for Selection of Occupational Advisory Committee Members.
ED 052 340
Report to The President and The Council on Environmental Quality.
ED 052 059

Affective Behavior
Affective Understanding and the Reading of Poetry.
ED 052 201
Education in Moral Values in Michigan: A Report on a Survey.

ED 052 119
Identification and Evaluation of Trained and Untrained Observers' Affective Responses to Art Objects. Final Report.
ED 052 219

Africa
Intellect and Commitment: A Potential for Educational Change in the New Nations.
ED 051 751

African American Studies
Books By Black Americans.
ED 051 856
A Handbook for the Administration of Special Negro Collections.
ED 051 857
Red Letter Days in Black History. Curriculum Guide. Grade 3.
ED 052 087

African Languages
50 Lessons in Sara-Ngambay, Volume 2. Final Report.
ED 051 721
50 Lessons in Sara-Ngambay, Volume 1. Final Report.
ED 051 723
50 Lessons in Sara-Ngambay, Volume 3. Final Report.
ED 051 724
Dakar Wolof: A Basic Course.
ED 051 686
Introductory Kanuri. Introduction au Kanouri.
ED 051 717

After School Centers
Before School Starts. For Children's Minds--Not Just to Mind the Children. The Child Centre--as Seen by a Parent.
ED 051 873

After School Programs
A Study in Child Care (Case Study from Volume II-B): "...While [They Took] Care of Our Children, Theirs Weren't Being Cared For." Day Care Programs Reprint Series.
ED 051 909

Age Differences
A Descriptive Exploration of the Growth and Development of Spontaneous Oral Vocabulary of Elementary School Children.
ED 052 189
The Development of Conformity and Independence. Report from the Project on Role Theory Analysis of Peer-Teaching Techniques.
ED 051 537
Ethnic Origin and Educational Attainment: November 1969. Population Characteristics, Current Population Reports.
ED 051 931
Interrelations in Children's Learning of Verbal and Pictorial Paired Associates.
ED 051 886
Mother-Infant Interaction and Infant Development Among the Wolof of Senegal.
ED 051 885

Age Discrimination in Employment Act of 1967
Age Discrimination in Employment Act of 1967; A Report Covering Activities in Connection with the Act During 1969.
ED 052 320

Agencies
Directory for Reaching Minority Groups.
ED 052 356
Directory of Government Agencies Safeguarding Consumer and Environment, Third Edition 1970-71.
ED 052 041
Employee Training in the Federal Service; Fiscal Year 1970.
ED 052 339
Funds for Undergraduate Biology Departments and How to Find Them.
ED 052 062

Agency Role
State Development Agencies and Employment Expansion. Policy Papers in Human Resources and Industrial Relations 18.
ED 052 331

Agricultural Education
1970-1971 Annual Report: Extension Service Program, Silliman University.
ED 051 928
Adult Education in the Seventies.
ED 051 487
Outlines of Courses in Ornamental Horticulture.
ED 052 327

Agricultural Laborers
1970 Farm Labor and Rural Manpower Report.
ED 051 939
Historical Perspective of the Florida Citrus Industry and the Impact of Mechanical Harvesting on the Demand for Labor.
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Agricultural Personnel
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AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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